

THE TRANSITION FROM INTENSIVE BEHAVIOURAL INTERVENTION
PROGRAMS TO THE SCHOOL SYSTEM: THE EXPERIENCES OF THE
TRANSITION TEAM

by

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Abstract

Students with ASD may experience challenges in school; however, literature suggests that they should still have access to public education with appropriate services and supports (Burge, Ouellette-Kuntz, Hutchinson & Box, 2008; Levy & Perry, 2008; Mesibov & Shea, 1996; Odom, 2000; Porter, 2008). The purpose of the current study was to examine the views and perceptions of those involved in the transition of students with ASD from IBI to school in Northern Ontario. Using a mixed-methods approach, members of multiple transition teams were asked to complete *The Transition Beliefs Inventory* (Levy & Perry, 2008) and the *Transition Practices Questionnaire* (Levy & Perry, 2008) to assess their transition beliefs and experiences. The results of this study suggest that the transition is occurring as outlined by the North region Autism Intervention Program (AIP) and the Connections for Students model and could be used to inform continuous improvement of service and practices.

Keywords

Autism, Intensive Behaviour Interventions, Education, Transition

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Chapter One: Introduction

The transition from Intensive Behavioural Interventions (IBI) to the education system can be challenging; however, moving to an inclusive setting can be a significant opportunity for students with Autism Spectrum Disorder (ASD). Students with ASD may experience challenges in a classroom setting due to the nature of their disorder, but there appears to be a consensus that they should still have access to public education with appropriate services and supports (Burge, Ouellette-Kuntz, Hutchinson, & Box, 2008; Levy & Perry, 2008; Mesibov & Shea, 1996; Odom, 2000; Porter, 2008). Even though research is conflicting on whether or not there are benefits for all children with ASD in an inclusive setting, social benefits are possible (Lyons, Cappadocia, & Weiss, 2011; Osborne & Reed, 2011). Furthermore, this transition requires a great deal of planning and collaboration amongst the individuals involved and can produce challenges for the public school system, Autism Intervention Providers (AIP), parents and/or guardians (Hundert, 1982; Hundert, Chaney, Sim, & Walton-Allen, 2009; Levy & Perry, 2008). Therefore, the transition from IBI to school must be carefully planned and monitored to ensure an individualized and successful transition.

1.1 Autism Spectrum Disorder and Intervention

Autism Spectrum Disorder (ASD) is a developmental disorder characterised by abnormal behaviour (World Health Organization [WHO], 2011) and is categorized as a Neurodevelopmental Disorder (American Psychiatric Association [APA], 2013). Since the 1960's, the prevalence of autism and related disorders has been on the rise (Levy, Mandell, & Schultz, 2009), which has resulted in a Canadian prevalence rate of approximately 3.8-6.5 per 1000 (Fombonne, Zakarian, Bennett, Meng, & Lean-Heywood, 2006; Ouellette-Kuntz et al., 2006). In the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*

(DSM-5; APA, 2013), the autism spectrum no longer includes Autistic disorder, Asperger Syndrome, and Pervasive Developmental Disorder not otherwise specified. All individuals who had these diagnoses are now considered to have ASD; there is no distinction. As per the DSM-5, the diagnosis of ASD requires the core deficits to be evident within the early developmental period and symptoms must cause clinically significant impairment in functioning (APA, 2013). These core deficits include abnormal functioning in social communication and interaction, and restrictive, stereotypical and repetitive behaviours, interests, and activities (APA, 2013).

It is important to note that even though there is a degree of consistency in terms of the core symptoms, there is variety in how these symptoms are expressed (Connor, 1999). Cognitive deficits may be present, but this can vary widely. For example, cognitive functioning can range from a severe intellectual disability to above-average intellectual abilities (Charman et al., 2011). Also, non-verbal abilities may be significantly more developed than verbal abilities, especially with younger children (Joseph, Tager-Flusberg, & Lord, 2002). In the current DSM-5, the severity of the disorder is based on the level of impairment in the domains of social communication and interaction, and restricted and repetitive behaviours (APA, 2013). Concerning the treatment for ASD, IBI, which incorporates the science of Applied Behaviour Analysis (ABA), has been shown to be the “best practice” intervention (Ministry of Education [MEDU], 2007a; Perry & Condillac, 2003; Perry et al., 2008).

While using the principles of ABA, IBI is the most evidence-based intervention for children with ASD (Perry et al., 2008) and it is one of the only effective treatments for young children with ASD (Matson & Smith, 2008). The principles of ABA include several empirically based methods that are based on the basic principles of behaviour (Baer, Wolf & Risley, 1968). IBI is an intensive form of ABA and incorporates the strategies and basic principles of behaviour

in a rigorous and comprehensive manner (Perry & Condillac, 2003). Programs that implement IBI have been proven superior to low intensity behavioural interventions (Lovaas, 1987; McEachin, Smith, & Lovaas, 1993), other forms of intervention such as eclectic interventions (Eikeseth, Smith, Jahr, & Eldevik, 2007), and special education programs (Howard, Sparkman, Cohen, Green, & Stanislaw, 2005). Even though there are slight differences in methodology, trends in improvement appear to be related to early intervention, intensive amount of treatment (20-40 hours for 1-3 years), having an individualized, structured, and developmentally appropriate treatment protocol, and access to highly trained staff (Perry, 2002; Perry & Condillac, 2003; Perry et al., 2008; Schreibman, 2000). Based on this research evidence and stakeholder consultation, the Government of Ontario introduced one of the largest early intervention programs for children with ASD in 1999.

1.1.1 IBI in Ontario. The objective of this comprehensive program is to provide early and accurate diagnoses, individualized service plans with clear goals based on the characteristics and needs of the child, to provide services based on evidence-based strategies, and to support the eventual transition into school or service programs (Ministry of Child and Youth Services [MCYS], 2006; Perry, 2002; Perry et al., 2008). IBI in the Ontario program is a structured approach that attempts to aid in the acquisition of new skills in social interaction, communication, and to aid with developmental delays (MCYS, 2010). In fact, outcome studies of IBI in Ontario suggest that it facilitates skill development, decreases severity of autism symptoms, increases the child's development (Perry et al., 2008), and fosters improvements in adaptive and cognitive functioning (Flanagan, Perry, & Freeman, 2012). After intense hiring and training, IBI in Ontario was officially delivered in the late summer-early fall 2000.

In IBI in Ontario, children were able to receive services from IBI until the age of 6, at which time they were discharged regardless of whether or not they had met their program goals. At the time, research supported the best outcomes of IBI specifically for children under the age of 6 and children were required to be registered for school by this time (Wynberg v. Ontario, 2004). Unfortunately, due to long waitlists, a child could easily turn six before ever accessing IBI services. Also, at the time, school systems in Ontario were not required to use the principles of ABA in school programming, even though they had been shown to best support the learning abilities of children and youth with ASD and therefore, school systems may not have been equipped to support these children.

The age cut-off changed after a legal case in Ontario, Wynberg v. Ontario (2004), where the plaintiffs accused the provincial government of breaching the right to equality for children with ASD's as per section 15 of the *Canadian Charter of Rights and Freedoms*. Initially, the case was won, but in 2006, the Ontario Court of Appeal reversed the decision of the Ontario Superior Court of Justice and ruled that the age limit was not discriminatory. Albeit, the MCYS decided to remove the age-6 cut-off and currently, children are not longer discriminated based on age or severity (Perry et al., 2008). Even though the program is intended for children who are under the age of 4 and who are on the moderate to severe end of the autism spectrum, services are offered to children and youth who are under the age of 18.

Currently, the MCYS contracts services to nine regional programs across Ontario. Every regional program must follow specific guidelines set out by the ministry. These standards include: direct services to the child based on assessment, delivery by trained staff, employ a curriculum to meet goals, involve and train parents and caregivers, and methods must incorporate the principles of ABA (MCYS, 2006). The methods of ABA can include discrete

trial training, one-to-one programming, group instruction, activity-based learning opportunities, and incidental teaching (MCYS, 2006). Furthermore, programming must be intensive (20-40 hours per week), incorporate developmental and functional assessments, use constant data collection, use techniques such as positive reinforcement, task analysis, modelling and prompting, as well as plan for generalization and eventual transition out of the program (Perry, 2002). Children can be discharged from IBI for two reasons: for meeting or surpassing predetermined benchmarks in cognitive ability, expressive and receptive language, communication, adaptive functioning, problem behaviours, and symptoms of ASD, or for lack of advancement in the program (Blacklock & Perry, 2010; Expert Clinical Panel for the Autism Intervention Program, 2007). Throughout IBI, progress is continually monitored to ensure that children and youth are benefiting from the program (Expert Clinical Panel for the Autism Intervention Program, 2007).

A major factor that is actively addressed in IBI is the generalization of learned skills. As with any intervention, there is little real world value of learning functional skills if the child cannot generalize those skills to other settings, people, and situations (Connor, 1999). Children with ASD typically have a difficult time generalizing the skills they have learned (Wilczynski, Fisher, Christian, & Logue, 2009). Therefore, in IBI, generalization of skills is actively addressed and planned for; they do not simply teach a skill and expect the child to generalize. Generalization is one of the most important goals of IBI and could be considered to be the ultimate test of effectiveness. As described by Schreibman (2000), “a treatment that fails to demonstrate generality and durability should not be considered optimally effective” (p. 374). Entering the school system or other inclusive settings are areas where generalization of skills is

vital to successful functioning especially because education can impact future employment and social and economic functioning in adulthood (Levy & Perry, 2011).

1.2 Educational Inclusion

It was not too long ago that all children with disabilities were generally taught together in separate classrooms or in distinct schools, away from their typically developing peers, or lived in institutions where academic achievement was not a priority (Eaves & Ho, 1997). Education was considered by some to be a privilege reserved only for those who could learn easily (Porter, 2008). This unacceptable level of educational instruction for individuals with a disability, such as ASD, was the norm in Ontario until mentality started to change in 1970's and early 1980's (Porter, 2008), resulting in the eventual amendment of the Education Act (Ashby, 2010).

1.2.1 An Act to Amend the Education Act (Bill 82). A major issue in educational systems is how to better educate those with special needs. The “Canadian” way of addressing that issue seems to be in making it fair and equal for all those involved (Porter, 2008). Ontario in particular, has made big changes regarding inclusive education. On December 12, 1980, *An Act to Amend the Education Act*, or *Bill 82* for short, came into effect (MEDU, 2008). *Bill 82* made public school systems responsible to educate all students, regardless of their special needs, disabilities, and/or language (Burge et al., 2008; MEDU, 2008) and was considered to be a victory for all students (Elkin, 1982). Prior to the bill, even though public school systems may have already been offering these services, it was not required and therefore, *Bill 82* helped to facilitate consistency and accountability for special educational services.

According to the *Education Act*, school boards in Ontario are now required to set up an Identification, Placement and Review Committee (IPRC) to identify students as “exceptional pupils” who have behavioural, communication, intellectual, and/or physical exceptionalities and

requires placement of students in special education and/or appropriate services and/or supports (MEDU, 2007b; Rosenblum, Larochette, Harrison, & Armstrong, 2010). The responsibilities of the IPRC also includes identifying areas of exceptionality, deciding on an appropriate placement, and then reviewing the decision at least once per year (MEDU, 2007b). After a student is identified by the IPRC, the school board must provide or purchase special education programs and services for these students (MEDU, 2007b).

Since these policy changes, according to the MEDU (2008), approximately 14% of all students in publically funded school systems were receiving special education services. Of those 290, 000 students, 4.1% were identified as being on the autism spectrum. Also, approximately 82% of those students who were identified as being on the autism spectrum had been placed in regular classrooms for more than half of the day. Therefore, since the amendment of the *Education Act* in 1980, advancement has been made regarding inclusive education.

Public opinion in Ontario suggests that the general public appears to be relatively divided concerning the inclusion of children with disabilities. Burge et al. (2008) examined the results of an opinion poll of 680 adults across Ontario and found that more than half (52%) of participants were in favour of inclusive education in regular schools be it full integration, in a separate classroom, or a combination of both, as being more beneficial for students with an intellectual disability. An interesting finding was that some perceived barriers to successful inclusion for students with intellectual disabilities were a lack of specialized resources (79%), lack of teacher readiness (69%), difficulty of the child with an intellectual disability to learn (47%), and other students' attitudes (45%). Evidently, the general public is still relatively divided over the issue of inclusive education for individuals with an intellectual disability, but it is still part of current educational practice in the province of Ontario.

1.2.2 Inclusion of students with ASD. The definition of inclusion is based on the notion that students with developmental disabilities should have the opportunity to be educated with typically developing peers, regardless of their strengths and needs (Ashby, 2010; Bailey Jr., McWilliam, Buysse, & Wesley, 1998; Burge et al., 2008; Levy & Perry, 2008; McGregor & Campbell, 2001; Mesibov & Shea, 1996; Odom, 2000; Porter, 2008). Additionally, they should have the opportunity to engage with peers their own age and participate in social and communal activities (McGregor & Campbell, 2001; Porter, 2008). Ultimately, every definition leads to an understanding that all children deserve the same opportunities. This push for educational inclusion can partially be attributed to parental advocacy (Kasari, Freeman, Bauminger, & Alkin, 1999) and over the past decade, the number of children with ASD who have been educated in inclusive classrooms has increased significantly (Frederickson, Jones, & Lang, 2010).

According to Hundert (2009), children with ASD require certain pre-requisite skills to succeed in an inclusive classroom. First and foremost, they must be able to participate and learn individually and in a group environment. Behaviours associated with participation and active learning includes raising one's hand without a prompt, answering questions when asked, and following instructions. The child must also be able to initiate and maintain interaction with their peers, complete work independently, communicate their needs, follow classroom routines, be able to self-regulate, consider other's perspectives, and have a low rate of problem behaviours.

Aside from pre-requisite skills, according to Connor (1999), when children with ASD are being transitioned into an inclusive setting, certain factors may always be an issue. Students with ASD may have difficulties with incidental learning, the ability to generalize what they have learned, being in a group setting, reactions to over-stimulation, and literalness in understanding. Furthermore, the observed behaviours of these students may be interpreted as being non-

compliant, but it is important that they be viewed as a function of behaviour to reach a means, communicate a need, or are simply a consequence of their diagnosis. IBI, as previously discussed, attempts to facilitate the improvement of these skills, but difficulties or deficits may continue to exist post transition.

1.2.3 Policy/Program Memorandum-140 (PPM-140). To assist with the difficulties students with ASD may face once they enter the school system, the MEDU put forth PPM-140 in 2007, requiring the use of Applied Behaviour Analysis (ABA) in school programming. The memorandum made two specific requirements; school boards were mandated to offer special education services, including ABA methods for students with ASD and had to plan for transitions between activities and settings. Recommended ABA strategies that could be used in the classroom include individualized programming, positive reinforcement, data collection and analysis, plan for minor (e.g., going from math to recess) and major (e.g., elementary school to high school) transitions, and plan for the generalization of skills (MEDU, 2009). Even though these strategies are recommended for use in the classroom, teachers may not receive substantial training in how to implement them (Batten et al., 2006).

The intent of this memorandum was to encourage and preserve a collaborative relationship between parents, the school, and community agencies that service these students (MEDU, 2009). Since school staff may not be as trained in the principles of ABA compared to IBI staff, it is important for school staff to receive training in order to appropriately and effectively implement ABA strategies. Additional funding has been provided by the MEDU to hire individuals who are experts in ABA and who are in charge of training school staff (MCYS & MEDU, 2010). What may have been particularly novel to school staff is the requirement to make data based decisions by frequently collecting and analyzing data in terms of a student's

progress in targeted areas. Data collection can inform school staff as to whether or not they need to alter instruction or programming. Therefore, using ABA strategies in the classroom can also be beneficial for other students (MEDU, 2009). Ultimately, the implementation of PPM-140 attempts to facilitate educational success for students with ASD, as it requires evidence-based supportive services to be present in public education. Furthermore, it encourages equal opportunity for all students to learn, regardless of their needs (i.e., inclusion).

1.2.4 Benefits and drawbacks of inclusion. Regardless of policy changes made to support the inclusion of students with special needs, research findings have been mixed as to whether or not inclusion in a mainstream setting actually benefits these children or whether it is more about ideology (Reed, Osborne, & Waddington, 2010). Even though sparse, research currently suggests that there are both benefits and drawbacks to inclusion for students with ASD. Specifically, inclusion of a student with ASD requires them to learn and interact with their peers and environment (Hundert, 1982; Levy & Perry, 2008), but children with ASD may encounter specific challenges in a school setting due to the nature of their disorder (Goodman & Williams, 2007; Levy & Perry, 2008; Tobin et al., 2012). In particular, the two biggest factors that may impact the inclusion of students with ASD are presence of behaviour problems and the level of severity of ASD symptoms.

Children with ASD who are educated in inclusive settings have been found to have higher levels of emotional and behavioural difficulties compared to typically developing peers (Ashburner, Ziviani, & Rodger, 2010; Osborne & Reed, 2011); however, they seem to demonstrate a slight improvement in these abilities over time (Osborne & Reed, 2011). Impairments in social abilities may interfere with their capability to interact and learn from their peers (Koegel, Koegel, Frea, & Fredeen, 2001; Levy & Perry, 2008; Tobin et al., 2012) and may

result in them being less accepted or rejected by their classmates (Humphrey & Lewis, 2008; Jones & Frederickson, 2010). Atypical behaviours, restrictive, repetitive, and stereotyped behaviours, interests, and activities can also obstruct learning opportunities, their ability to cope and adapt, decrease peer interaction and acceptance, and can create difficulties in the nature of the school day, as there are significant changes in routine (MEDU, 2007a; Tobin et al., 2012). Furthermore, sensory difficulties can make the school environment especially challenging because the classroom and hallways can be crowded and noisy at times (Mesibov & Shea, 1996; Tobin et al., 2012). Therefore, the nature of ASD can impact student learning, social gains, and academic achievement due to their difficulties creating and maintaining relationships, and challenges with the school environment (Goodman & Williams, 2007).

Depending on the level of functioning and severity of symptoms, the type and benefit of inclusion may vary. For example, children with Asperger's syndrome, which was considered a milder form of ASD, who have been exposed to typically developing peers in an inclusive classroom have demonstrated improvements in social behaviours whereas children with Autism, who were considered to be on the severe end of the autism spectrum, who are exposed to other children with special needs have demonstrated greater improvements in emotional and behavioural functioning (Osborne & Reed, 2011). Therefore, the inclusive classroom may provide social benefits for students with less severe autistic symptoms and who are relatively high functioning, whereas it may not be as socially beneficial for students with more severe autistic symptoms and who are lower functioning. Specialized placements have been related to both improvements in social and emotional functioning, especially for those students who are lower functioning (Reed, Osborne, & Waddington, 2010). A good portion of those students placed in an inclusive classroom tend to be high functioning and have few problem behaviours

(Mesibov & Shea, 1996), therefore research that examines the social functioning of students with ASD in inclusive settings may actually be examining students who are higher functioning. Even though research findings are mixed, the severity of autistic symptoms and level of functioning can impact the success of inclusion in different ways.

According to advocates of inclusion, the benefits of an inclusive placement includes the opportunity for imitating appropriate behaviour, increased expectations, increased academic learning, higher self-esteem, and less isolation and stigma (Mesibov & Shea, 1996). Some research has suggested that students in inclusive classrooms have greater social competence and more friends when controlling for the age of the child and severity of ASD symptoms (Lyons et al., 2011), yet other studies have suggested that there may be no difference between inclusive or segregated settings in terms of social gains (Hundert et al., 1998). On the other hand, developmental gains can be attained in both inclusive and segregated environments, but students who have severe disabilities may not demonstrate these improvements in development (Hundert et al., 1998). It is obvious that more empirical research is needed to fully support the policy of inclusion (Osborne & Reed, 2011).

Research has also examined the perspectives of students with ASD with regard to being educated in a mainstream setting. Even though they may still have a desire to be educated in a mainstream classroom with their typically developing peers, students with ASD have suggested that they still experience high levels of anxiety and stress, bullying and social isolation, and can feel as though they are treated differently (Humphrey & Lewis, 2008). In reality, it may not be in the best interest of these students to be segregated and educated only with other students with ASD, especially if they are higher functioning and can successfully verbally communicate (Connor, 1999). Students with ASD are able to learn and make gains in inclusive settings; many

of them just require appropriate instructional techniques and accommodations (Bailey Jr. et al., 1998; Mesibov & Shea, 1996).

1.3 Parent Perspective of Inclusion

Even though educational inclusion is becoming a reality for many children with ASD, it is important to identify the major role parents and guardians play in the process (Leyser & Kirk, 2004). Parents tend to have a favourable perspective of inclusion and consider it to be an ideal goal, especially when considering possible benefits (Kasari et al., 1999; Leyser & Kirk, 2004). However, there is some research that suggests that while parents are generally in favour of inclusion, they have specific concerns that need to be addressed (Leyser & Kirk, 2004). Parents who have a child with ASD generally have school-based concerns regarding social relationships, large classroom sizes, access to specialized services, educational needs of their child not being met, high teacher to student ratios, program quality, skills of the educator, and the less structured approach of school compared to early intervention programs (Kasari et al., 1999; Leyser & Kirk, 2004; Mesibov & Shea, 1996).

When it comes to the success of inclusion, research points towards the need for open communication between parents and the professionals involved (Leyser & Kirk, 2004; Stoner, Angell, House, & Jones Bock, 2007). The involvement of parents is important to a child's education, as their main concern is the welfare of their child (MCYS, 2006; MEDU, 2007a). There have been reports of conflict between parents and educational professionals, especially when it comes to the goal of inclusion (Sansosti, 2008), which is disheartening because parents put a great deal of trust in education professionals and this conflict ultimately impacts their level of engagement in their child's education (Stoner & Angell, 2006). A parent's level of trust in education professionals increases when they perceive them as competent, when they keep their

word, and when decisions are made in the best interest of their child (Stoner & Angell, 2006). Furthermore, negative interactions with education professionals can affect the level of trust parents will have with other professionals who provide services to their child (Stoner & Angell, 2006).

It is therefore essential to facilitate constant communication between the whole team of individuals who provide services to these children, especially because there has historically been a lack of communication between programs who provide services to children with ASD and their parents (Renty & Roeyers, 2005; Stoner et al., 2007). Research should acknowledge and have a better understanding of the perceptions of the child, their family, and the professionals involved (Stoner et al., 2007). Furthermore, it is recommended to incorporate parental expertise in not only the education of their child, but in their transition in and out of school (Connor, 1999; MCYS, 2006; MEDU, 2007a; Stoner et al., 2007).

1.4 Educator Perspective of Inclusion

Even though students with ASD may benefit from being educated in an inclusive classroom, without supportive and qualified staff, this may not be the best placement (McGregor & Campbell, 2001). Teachers and relevant school staff play a vital role in the success of inclusion for students with ASD. In order for successful inclusion to occur, they must believe that there is a benefit for these children, that typically developing students will not be at a disadvantage, and that they would be able to adapt to having these students in the classroom (McGregor & Campbell, 2001). Furthermore, children benefit from having a good relationship with their teachers and this relationship can affect the way peers interact with them in the classroom (Robertson, Chamberlain, & Kasari, 2003). Therefore, their perceptions and attitudes

toward not only inclusion but to children with ASD can be fundamental to developing positive relationships and being socially included.

In general, teachers and relevant school staff are in favour of inclusionary practices and tend to report positive relationships with students with ASD in inclusive classrooms (Robertson et al., 2003). On the other hand, they have also reported certain barriers to inclusion and their attitudes towards it. As per teacher report, inclusion may be dependent upon the severity of the child's autism symptoms (McGregor & Campbell, 2001), amount of problem behaviours the child exhibits (Robertson et al., 2003), the level of training and support from administrators, resource staff (Leatherman & Niemeyer, 2005) and educational psychologists (McGregor & Campbell, 2001), and previous experience in inclusive classrooms (Leatherman & Niemeyer, 2005) and with other students with ASD (McGregor & Campbell, 2001).

Based on teacher report, McGregor and Campbell (2001) made specific recommendations that may help support inclusion in the classroom for students with ASD. First and foremost, because both inclusive and special education teachers acknowledged the individuality of each child in their study, providing a range of inclusionary practices may be most beneficial. These practices should allow the child with ASD to be exposed to typically developing peers, but should also be flexible to modifications as per each child's unique strengths and needs. Also, having direct contact with children who have ASD prior to the child's admittance into their classroom may help facilitate confidence, reduce anxiety, and increase the teacher's interest in ASD. As evidenced by prior research, teachers and relevant school staff play a big role in the success of inclusion for students with ASD in the school system. Consequently, their participation in the planning and process of transitioning students with ASD from IBI to school is essential.

1.5 Transition from IBI to Public School

The transition to school is a stressful but significant event for all students. Concerning those children identified with an exceptionality, the transition may be especially difficult (Levy & Perry, 2008). The transition of children with ASD from IBI to school generates challenges for the children themselves, for the school system, for the Autism Intervention Providers (AIP), and for the parents and/or guardians. One of the biggest barriers for students with ASD is the fact that there are many discrepancies in instructional methods between the educational practices in public school systems and IBI (Hundert, Chaney, Sim, & Walton-Allen, 2009). These differences include theoretical models of teaching, level and type of training instructors receive, and the transition from behaviour-based to education-based goals.

In IBI, children generally work in a ratio of one student to one instructor or in small groups, learn at their own pace and level, there is constant data collection and, material and instructions are individualized (Hundert et al., 2009). Conversely, in inclusive classrooms, students are taught as a group and one to one ratios occur less frequently, unless there is an educational assistant to aid. The curriculum moves regardless of whether or not a student is able to keep up and progress is not regularly measured (Hundert et al., 2009). Therefore, the transition of a child with ASD from IBI to school requires extensive effort in planning by IBI staff, school staff, and parents and/or guardians to ensure the student will succeed in the new setting.

1.5.1 Transition planning. Even though research regarding the transition of children with ASD from IBI to public school in Ontario is sparse, the topic of students with developmental disabilities transitioning from early intervention to preschool has been explored extensively. In particular, certain recommendations have been made in the literature to encourage a seamless and successful transition for both students and their parents. Recommendations

involve parents, agencies, and school personnel who will be involved in the transition. Consistent recommendations in the literature include pre-planning, communication, and family involvement.

Planning prior to the transition date is important in terms of ensuring that the child is ready, as well as the team who is supporting that student. It is recommended that a written transition plan be utilized, which outlines the plan and roles and responsibilities of those individuals involved (Brandes, Ormsbee, & Haring, 2007). Transition plans help to ensure that everyone is on the same page and when problems arise, they can easily be dealt with. The written plan should also address how the team will support the child in their preparation for the transition, including ensuring the child has the appropriate pre-requisite skills to succeed in their new environment. Skills that would be beneficial in an educational forum include appropriate social behaviour, self-care, motivation, problem-solving skills, academic and task-related behaviour, and communication skills (Brandes et al., 2007; Janus, Lefort, Cameron, & Kopechanski, 2007).

Another recommendation is to ensure there is open communication between all individuals involved in the transition. Professionals should be able to communicate with each other to ensure continuity of services and information (Bailey, 2011; Janus et al., 2007), but not at the expense of leaving the parents feeling as though they have no control in decision-making regarding their child. Family involvement is essential for decision-making (Hanson et al., 2000) and parents may have already developed a fear of losing communication with professionals who provide services to their child post-transition (Brandes et al., 2007). Furthermore, open communication can benefit everyone involved in the transition. Professionals can learn from parents because they know their child best and ultimately are the decision makers (Bailey, 2011).

Parents can benefit from communication with professionals, as they can provide important information about available resources and how they can best support the child and family through the process (Bailey, 2011).

It is important to note that the vast majority of studies focusing on the transition from early intervention to preschool have taken place in the U.S., a country that has significantly different policies and practices compared to Canada. Even though the majority of these recommendations seem to be consistent with the Canadian transition literature, it appears that the difficulties students experience may not be to the same degree here in Canada (Janus et al., 2007). Nevertheless, a consistent recommendation in both the U.S. and Canadian literature is that parent involvement in the whole transition process is vital to successful transitions for students with a disability from early intervention programs into school (Bailey, 2011; Brandes et al., 2007; Janus et al., 2007).

1.5.2 Parent transition experiences. For parents, this transition may be especially challenging. They have a tendency to be child-centred in their thinking and most concerns stem from the unique characteristics, strengths, and weaknesses of their child (Stoner et al., 2007). The transition therefore requires them to be a liaison between the AIP and school system to ensure the compatibility between their child and the new setting, while also being an advocate for their child throughout the process. Furthermore, it is a significant change in the parent's lives, as their child's needs are no longer inline with the purpose of IBI and subsequently, they will not receive the same degree of support from ABA-trained professionals. Even though there is limited research concerning the parental perspective of the transition of children with ASD from IBI into the school system specifically, studies have explored their experiences with other types of

transitions: vertical transitions (i.e., life transitions experienced by all students) and horizontal transitions (i.e., transitioning from one situation to another; Stoner et al., 2007).

Overall, parents tend to express the need to be involved in the planning and eventual implementation of a transition plan for their child with ASD (Stoner et al., 2007; Tobin et al., 2012). Even though parents may want to be involved in the transition process, it can be anxiety provoking for parents. Parents have reported that they worry that the transition may not go smoothly and their child may not be happy in the new environment (Tobin et al., 2012). Because parental involvement is important in the process, it is essential that there be open and frequent communication (Stoner et al., 2007) between not only parents and the school, but between the school and other agencies (Tobin et al., 2012). To facilitate communication with professionals, parents often favour a shared comprehensive communication plan (Stoner et al., 2007). Parents have also reported that there are certain barriers to successful transitions. These barriers include a lack of communication with education professionals and a lack of preparation by education professionals (Stoner et al., 2007).

It is not surprising that the transition can be stressful for parents. First, there is a change in the professionals who work with their child. Chances are that parents have developed a relationship with the professionals who directly provide services to their child in early intervention (Bailey, 2011), especially because this may be a time of substantial gains in ability or functional skills for the child and parents are actively involved. When a child is in transition, they shift away from the professionals they know and more unfamiliar professionals may become involved. This change in consistency and stability could be stressful for both children and their parents. Furthermore, parents may feel as though they are not as familiar with the services being provided to their child in the new setting (Bailey, 2011). Therefore, the

recommendations of facilitating communication, preparation, and having individualized transition plans could be especially important for encouraging parental involvement in the process.

1.5.3 Professional transition experiences. Currently, research is limited regarding the transition experiences of professionals (e.g., educators, service providers, specialists) who help to transition a child with ASD from early intervention to school. Most literature examines transition practices for students into preschool or kindergarten and are mainly focused on a U.S. population sample. On the other hand, this research may still be informative and relevant to transition practices here in Canada because both types of transitions (i.e., transitioning to kindergarten and transitioning from IBI to school) force various service providers, professionals, and the child's family to work together to ensure the child successfully enters the new setting and has the appropriate accommodations and services to thrive. Therefore, the experiences and perceptions of professionals involved are an important aspect to consider when evaluating transition processes.

A large study by Early, Pianta, Taylor, and Cox (2001) examined the results of the National Center for Early Development and Learning's (NCEDL) Transition Practices Survey, which is a survey of kindergarten teachers regarding the specific practices they use in assisting the transition to kindergarten for all students and what barriers they perceive to the process in the U.S. This study was important because the practices that teachers report to use could directly impact a school's ability to support the child (Early et al., 2001). The authors found that there was no significant relationship between the amount of experience a teacher had, their level of education, and the transition practices they use. However, teachers who had specific training in transitioning students to kindergarten reported using more ideal transition practices. These ideal

practices included being proactive in engaging the child, their family, and the preschool or community setting, while ensuring the process is individualized to the student. It is evident that training and knowledge about the transition process are important for teachers to best help ease the transition by using ideal transition practices (Early et al., 2001; Hanson et al., 2000; Janus et al., 2007).

Regarding children with a disability who transition to school, it has been suggested that professionals involved in the transition perceive a lack of “case management” with the child’s records and a lack of communication between the school, parents, and early intervention program (Hanson et al., 2000; Janus et al., 2007). Additionally, professionals may have concerns regarding the differences in service models (Hanson et al., 2000). For example, there may be a discrepancy in the amount of funding early intervention programs have compared to schools, which may create a window of time where the child does not receive appropriate services and accommodations in school (Janus et al., 2007). Aside from these barriers, professionals have reported that the transition to kindergarten was not a “problem” (Janus et al., 2007). Currently in Ontario, there are procedures and policies in place to help combat the barriers that both families and professionals experience, especially when transitioning a student with ASD from early intervention to the school system.

1.6 Connections for Students Model

Through the collaboration of the MCYS and MEDU, the Connections for Students model was made available to students in March 2010 in 72 publically funded school boards in Ontario. This model was created to improve the transition of students who have ASD from IBI to publically funded school. The goal of the Connections for Students model was to facilitate coordinated and seamless transitions (MCYS & MEDU, 2010). The model incorporates a

multidisciplinary team approach where the AIP, school board, and parents and/or guardians must work collaboratively in the transition from IBI to ABA instructional methods in a school setting. According to the MCYS and MEDU (2010), successful improvement of the transition process for students with ASD is dependent upon collaboration of the whole transition team.

Once a child is identified as a potential candidate for the transition to school and consent is attained from parents and/or guardians, the transition team is established; approximately 6 months prior to the AIP discharge date. The transition team generally includes, but is not limited to parents and/or guardians, school support program ASD consultants, teachers, school principals, school board personnel with ABA expertise, other school staff such as educational assistants and other professionals such as AIP senior therapists and instructor therapists, speech-language therapists, occupational therapists, physiotherapists, and mental health service providers. Furthermore, the principal or a designate leads the team and has the responsibility of ensuring that any other relevant personnel are invited to participate on the transition team.

Overall, the team is responsible for developing an individualized transition plan, identifying beneficial teaching strategies incorporating ABA, supporting the school in their readiness for the educational placement of the child, assisting educational assistants and any other relevant school staff, ensuring the child is ready for the placement, and to provide continued support to the school by meeting regularly post-transition (MCYS & MEDU, 2010). The principal or designate, parents and/or guardians, and teachers are also required to collaboratively monitor the child's progress and alter the level of support when deemed necessary. Once the student has transitioned into the school system and is no longer receiving AIP services, the transition team generally continues to meet regularly for at least 6 months post-transition to provide continued support.

With the current push for inclusion of students with disabilities with their typically developing peers, it is important to note that not all children are able to thrive in a fully inclusive classroom (Sansosti, 2008). Consequently, the Connections for Students program facilitates the transition of children with ASD to whichever program is better suited to their strengths and weaknesses. This placement may range from a fully inclusive classroom to a self-contained classroom with specialized supports; however, individualized programming is the goal. Individualized programming can include the nature of the program or the classroom the child is being transitioned to, the variety of professionals at hand to support the child, and the availability and access to certain technologies and supports, such as the use of a daily visual schedule. Again, the type of support and to what extent they are made available is dependent upon the needs of the child.

Both the MCYS and MEDU (2010) have set out expected outcomes following the implementation of the Connections for Students program, aside from expected improvements to the transition experience for all those involved. Concerning child specific goals, the ministries expect improved opportunities in academic, social, emotional, and adaptive functioning, along with increased participation in school activities. Parents are expected to become more engaged and satisfied with the transition process, while acquiring greater confidence with the public school system. Finally, they expect to note improved collaboration between school staff, parents and/or guardians, and the AIP, resulting in an enhancement of the school board's ability to meet the needs of students with ASD. Results concerning these expected outcomes have not been released publically.

The Provincial Advisory Team (PAT), which was formed to support the Collaborative Service Delivery Model for students with Autism Spectrum Disorders (CSDM-ASD) by both the

MEDU and MCYS, has commented on the progress of the Connections for Students program based on consultations with provincial AIPs and participating school boards. The PAT has suggested that collaboration in transition teams has resulted in “more orderly, beneficial, and supportive experience for many students with ASD and their families” (PAT, 2010, p. 2). Furthermore, they have identified that it is the responsibility of the AIP and school boards to ensure that collaboration is maintained with parents and/or guardians to best support children with ASD as they transition out of IBI.

1.6.1 Connections for Students model in Northern Ontario. The MCYS and MEDU (2010) have outlined the general parameters of the Connections for Students model, but the specifics of the program can vary from region to region. It is up to the regional AIP to meet governmental requirements while considering the needs of children, families, and schools within the jurisdiction of the AIP program (T. Barriault, personal communication, August 30, 2012). The regional AIP responsible for transitions in the North region (Sudbury/Manitoulin, Algoma, Thunder Bay, and Kenora-Rainy River Districts) is Child and Community Resources (CCR; formerly Childcare Resources). CCR is a non-profit agency based in Sudbury, Ontario that provides services to young children and those with special needs, their families, and the community to enhance and support inclusion, integration, and wellbeing in the North region. CCR provides a wide range of services ranging from community services that are accessible to all children, to specialized services for children and youth with ASD and/or complex medical and/or developmental needs.

In order to be eligible for IBI services at CCR, children and youth must be younger than age 18 with a diagnosis on the severe end of the autism spectrum. CCR has an IBI service target of 61 children per year. From April 1, 2010 to March 31, 2012, CCR had discharged a total of 37

children and 26 of those transitions received support through Connections for Students. The transition is definitely unique in the North region, due in part to the large geographical area to which CCR provides services. For example, CCR is affiliated with a total of 15 school boards: 6 in the northeast area of the region and 9 in the northwest.

In the North region, when a child is first identified as a candidate for the transition to school, CCR identifies and engages an ABA lead that initially oversees the transition. At this point, the school board is informed of the pending discharge and within the next month, the transition team is formed and the first Connections for Students meeting is arranged. In terms of the transition team, membership generally includes the AIP senior therapist, ABA lead, and AIP instructor therapist (occasionally) all from CCR, along with the school board ABA lead, school principal or designate, the school board special education consultant and importantly, the parents and/or guardians of the child transitioning.

A noteworthy difference from the outlined provincial Connections for Students model is CCR's addition of a 6-month internal clinical transition, within the required 12-month Connections for Students program. This internal transition starts with heavy involvement of IBI staff that gradually fades to incorporate the full responsibility of school staff. From months 1-3, programming in IBI focuses on changing instruction to targeting pre-requisite skills and data are collected concerning the plan and skills/independence rating. The child continues to attend IBI for regular scheduled hours, but the provision of group instruction becomes priority over small staff to child ratios. At this point, the responsibility for the internal transition lies with the senior therapist and the child's instructor therapist.

By month 4, ABA programming begins its incorporation into the school setting. At this point, it is vital that a positive relationship be formed between the child and their teacher or

educational assistant and paired reinforcement may help facilitate this. In month 4, the responsibility begins to include the teacher and educational assistant. In month 5, the instructor therapist and senior therapist coach the teacher and educational assistant on the child's individual programming from IBI (e.g., skill targets, instruction, planning, data collection, and evaluation). This coaching is to ensure there is consistency between the settings in terms of what has been shown to help the child learn, while also ensuring success in this change of routine. Finally, by month 6, IBI staff are gradually faded from programming in the school setting. At this point, a final evaluation of the child's skill level and acquired adaptive behaviours is attained. Even though the last 6 months of the Connections for Students model occurs without direct IBI involvement, the transition team continues to meet. Therefore, even though the Connections for Students program is used in the North region AIP, CCR's 6-month internal transition plan attempts to ease the transition even further.

1.7 Current Study

While CCR has participated in prior studies concerning the transition from IBI to school (see Levy & Perry, 2008), no research has focused primarily upon how the transition is functioning specifically in the North region, especially for parents and/or guardians. This research is imperative to guide service provisions in the North region AIP, as the logistics of the services provided in this region are unique (e.g., 6 month internal transition). Furthermore, CCR serves a wide geographical area and the experiences of those children, youth, and families that live in the North region may be different from those who live in other areas of Ontario.

According to the Ministry of Health and Long-Term Care (MHLTC; 2010), Northern Ontario residents face specific challenges in terms of access to specialized care and services. Even though Sudbury, Ontario could be considered a relatively urban centre, CCR also serves

many rural communities that are considered to have a population of less than 30,000 and may be more than 30 minutes away from larger communities (MHLTC, 2010). Furthermore, Northern Ontario encompasses almost 90% of the total land area of Ontario, which can create challenges with having to drive long distances to obtain supports, as well as a lack of available and specialized service providers (MHLTC, 2010). Therefore, because children, youth, and families who receive services from CCR are surely a distinctive population compared to the rest of Ontario, research geared specifically to Northern Ontario residents is necessary.

1.7.1 Purpose. The purpose of the current study was to examine the transition experiences from IBI to public school for parents and/or guardians, school staff, and IBI staff in the North region of Ontario. In particular, the views and perceptions of those involved (i.e., the transition team) are an important aspect of evaluating the transition process, as they are the actual users of the program. Also, the beliefs and attitudes of the transition team regarding inclusion can ultimately impact the decisions made, and the goals and strategies used (Sansosti, 2008).

Research relating to the transition of children with ASD from IBI to school or a community program is very limited (Levy & Perry, 2008). Levy and Perry (2008) did examine the transition/inclusion beliefs and actual transition experiences of school and IBI staff, but this research was conducted prior to the official implementation of the Connections for Students program. The results of their study found that the transition beliefs of school and IBI staff were relatively similar concerning attitudes towards inclusion, the importance of family involvement, and individualization of the process, though there were differences between their ideal views, actual experiences, and perceived barriers to the transition process. Specifically, even though both IBI and school staff agreed that transition planning should and does occur, IBI staff reported that it should and does occur earlier. Furthermore, both IBI and school staff viewed

communication as an important factor in transitioning, but the differences in philosophies of IBI and school emerged as a barrier.

1.7.2 Research questions. In the current study, the beliefs and actual transition experiences of 5 transition teams were explored. In particular, the similarities and differences in beliefs and transition experiences were examined. It was the intention of the current study to use the information gathered from different members of the transition team, including parents, to create a preliminary description of how the transition process is operating in the North region. What is novel to the current study is the examination of the parent perspective because their transition beliefs and experiences are lacking in the school transition literature (Levy & Perry, 2008; Stoner et al., 2007; Tobin et al., 2006) and their goals and perceptions may be completely different from the professionals who provide services to their child/children (Bailey Jr. et al., 1998). Therefore, the research questions, as addressed by this study, are significant both clinically and scholarly. The research questions that guided this analysis are as follows:

1. What elements do the members of the transition team deem as important for a successful transition? Are there similarities or differences in the beliefs of parents and/or guardians, IBI, and school staff?
2. Is the transition occurring as it is intended, as per the perceptions of the transition team? Are there similarities or differences in the experiences of parents and/or guardians, IBI, and school staff?
3. What are the parent and/or guardian experiences with the transition of their child with ASD from IBI to an inclusive setting?

Chapter 2: Method

This chapter provides an outline of the methodology used in the current study. First, this chapter will provide an overview of the eligibility criteria for participation in the study and a description of the participants who consented to participate. Next, the measures used to evaluate transition beliefs and actual transition experiences are described. Finally, the procedure used to contact participants and follow-up is explained in detail.

2.1 Participants

Participants were recruited through CCR in Sudbury, Ontario, which is the AIP responsible for the delivery of IBI and transition of all children out of their IBI program within the North region. Eligibility criteria required participants to be a member of the transition team of one particular child with ASD who was in the final 6 months of full transition to ensure they were all actively part of a transition and that responses were current to what they were experiencing. Five transition teams were identified by CCR as meeting the eligibility criteria to participate in the study.

Forty-five sets of questionnaires were provided to CCR for distribution to eligible participants, of which 22 transition team members replied, resulting in a response rate of 49%. At least three members from each of the five transition teams participated in the study. Positions held by CCR staff participants included: instructor therapist ($n=2$), senior therapist/supervisor ($n=4$), transition coordinator ($n=1$), clinical supervisor ($n=1$), ASD consultant in school support program ($n=1$), and director of services ($n=1$). CCR participants had an average of 9.6 years working in the field and had transitioned an average of approximately 7 students with ASD.

Positions held by school staff participants included: principal ($n=2$), receiving teacher ($n=1$), educational assistant ($n=3$), special education teacher ($n=2$), and positions not reported ($n=3$). School participants had an average of 10.5 years working in the field and had transitioned

an average of approximately 3 students with ASD. Despite a rigorous recruitment strategy, only one parent and/or guardian agreed to participate in the study. The parent and/or guardian's responses are reported in the following chapter to gain the parental perspective of the transition process. A table of IBI and school staff characteristics is presented in Table 1.

Table 1: Demographic Information

Variables	IBI	School
Number of children the staff has transitioned	n=9 ^a	n=9 ^b
1-4 children	1	8
5-9 children	5	0
>10 children	3	1
Total	63	33
Length worked in field	n=10	n=9 ^c
1-9 years	4	4
10-19 years	6	4
>20 years	0	1
Size of region	n=10	n=9 ^d
5, 000, 000 (urban)	1	0
250, 000 (medium urban centre)	1	0
125, 000	4	4
62, 500	0	0
25, 000-5, 000	3	4
County	1	1

Note. ^a One participant did not respond

^b Two participants did not respond

^c Two participants did not respond

^d Two participants did not respond

2.2 Measures

Because the transition process is complex and individualized, to gain an enhanced understanding of the transition process, it is vital to explore it from the perspective of the whole transition team. The elements that each member of the transition team deemed as important and the perceived ideal and actual transition experiences were assessed with the use of questionnaires. To gain a more in-depth understanding from the point of view of the transition team, further open-ended questions were asked to gain insight into the experience of being part of the transition team and other possible factors that may have been involved.

2.2.1 Transition Beliefs Inventory (TBI). The TBI is a 37-item questionnaire created by Levy and Perry (2008) to explore the elements that participants believe are important to the transition process. Participants are asked to identify their level of agreement with statements on a 5-point Likert scale ranging from strongly agree to strongly disagree. For the sake of the current study and with the permission of Levy and Perry (2008), some of the wording was altered to incorporate the beliefs of the parents and/or guardians. All 37 items assessed the same four domains as originally intended by Levy and Perry (2008); however, some of the items now incorporated the words “parents and/or guardians”. A copy of the TBI can be found in Appendix A.

The five domains evaluated by the TBI includes Pre-requisite Skills, Individualization, Collaboration and Cooperation, Family Involvement, and Attitudes Towards Inclusion. The Pre-requisite Skills subscale aims to evaluate the level to which participants believe that identifying and teaching certain pre-requisite skills are necessary for a student to succeed in a school setting. This subscale contains 8 questions (questions 1, 6, 14, 18, 24, 28, 32, 36) that are concerned with skills such as social behaviours, classroom conduct, task-related behaviours, communication behaviours, self-help behaviours, and pre-academic skills. The Individualization subscale contains 7 items (questions 5, 9, 12, 19, 23, 26, 37) and is concerned with the level to which participants believe that there should be an emphasis on the unique needs of the child and that specific goals are necessary. The Collaboration and Cooperation subscale contains 8 items (questions 3, 8, 13, 17, 21, 27, 30, 34) and questions are related to the level to which cooperation between IBI and school staff is deemed important. The Family Involvement subscale evaluates whether parents should be included and are able to participate in the transition process, and contains 7 items (questions 2, 7, 10, 20, 25, 29, 33). The fifth subscale, Attitudes Towards

Inclusion, contains 7 items (question 4, 11, 15, 16, 22, 31, 35) that are related to the belief that inclusion is beneficial for all students and that it is the ultimate goal of the transition to school.

Levy and Perry (2008) reported that the internal consistency (Cronbach's α) of the subscales in their initial study were relatively consistent for three of the five subscales (Prerequisite Skills: $\alpha=0.87$, Collaboration and Cooperation: $\alpha=0.77$, and Attitudes Towards Inclusion: $\alpha=0.70$). The Individualization and Family Involvement subscales were not found to be reliable and were subsequently dropped from their measure ($\alpha=0.16$ and $\alpha=0.49$ respectively).

2.2.2 Transition Practices Questionnaire (TPQ). The TPQ was created by Levy and Perry (2008) to assess the participants' views on how the transition process should ideally occur and what their actual experiences were. There were originally two versions of the TPQ: one for school staff and the other for IBI staff. For the purpose of the current study and with the permission of Levy and Perry (2008), a third version was created to target the same information, but the wording was geared towards the perspective of parents and/or guardians. The questions on the TPQ are divided into three sections. Section A asks participants their views on when transition planning should begin, who should be involved, and what activities should be included (i.e., ideal transition), whereas section B is concerned with their actual experiences with the transition. Section B is slightly different for each group of participants (i.e., IBI staff, school staff, parents), but targets the same information. Section B is divided into three parts: transition planning (B1), typical practices (B2), and what happens post-transition (B3).

In section C, the TPQ includes three open-ended questions to allow participants to describe any other information regarding the benefits and weaknesses of the transition process in a qualitative format. In the current study, to gain further insight into the experience of being part of the transition team and to evaluate any other factors, four extra open-ended questions were

added to the original TPQ. Additional questions included: What do you think is required for a successful inclusion of a child with autism in the school system, what was it like being a member of the transition team, and is there anything else you would like me to know concerning your experience with the transition process? The parent and/or guardian questionnaire also included: What do you feel are your child's greatest strengths and weaknesses since this transition and have they changed since before the transition occurred? A copy of the TPQ can be found in Appendix B.

2.3 Procedure

First, ethics approval was attained from both Laurentian University and the Research Advisory Committee at CCR. Research ethics approval letter from Laurentian University is included in Appendix C. In accordance with the Quality Assurance Department at CCR, participants who met eligibility criteria (i.e., members of a transition team of a child with ASD who is within 6 months of complete transition) from the catchment area of CCR were identified (Sudbury/Manitoulin Algoma, Thunder Bay, and Kenora-Rainy River Districts). The Quality Assurance manager at CCR contacted eligible participants either in a transition team meeting or through direct communication, and invited them to participate in the study. Participants were given a package with prepaid postage containing a recruitment letter, two consent forms, and a copy of the TBI and TPQ. A copy of the package is included in Appendix D. The only identifying information on the questionnaires was the letter "T" and a number to identify in which transition team the participant was a member (i.e., T1 symbolized transition Team 1). Once participants were given the package, they were told that they could either complete the questionnaires immediately or they could bring the questionnaires home. The Quality Assurance

manager at CCR followed up with the team leads to ensure that all questionnaires were distributed to eligible participants.

A second follow-up occurred approximately three months later. For parents and/or guardians, the Quality Assurance manager called individuals who had already received the questionnaires to encourage participation and to provide the option of completing the questionnaires verbatim over the phone or online through FluidSurveys. The Quality Assurance manager forwarded an email to eligible IBI staff to encourage their participation and to give them the option of completing the questionnaires online through FluidSurveys. The Quality Assurance manager called the principals of participating schools to encourage them to distribute the same email to eligible school staff. A copy of the phone script and email can be found in Appendix E.

Prior to the final dissemination in the thesis document and publication of results, participants were given the opportunity to review the results of the open-ended questions to ensure they were an accurate and valid representation of their perspective of the transition process. Only one participant accepted the invitation to review the results of the open-ended questions and no changes were requested. Furthermore, the Research Advisory Committee at CCR was given the opportunity to review the final interpretation of the results.

The focus of the results section is on the similarities and differences between transition beliefs and ideal and actual transition experiences for IBI and school staff. Due to the limited participation of parents and/or guardians in the current study, the responses of the one parent and/or guardian were compared to the trends found for IBI and school staff. Results are presented in the following chapter.

Chapter 3: Results

The results section addresses the three research questions in various ways. First, to address the question of what elements the members of the transition team deem as important to a successful transition, similarities and differences in transition beliefs of IBI and school staff on the TBI were explored. Similarly to Levy and Perry (2008), the psychometric properties of the TBI were examined to ensure that all subscales were reliable. To address the second research question as to whether or not the transition from IBI to school is occurring as intended, the perceptions of an ideal transition and actual experiences were compared for IBI and school staff. Finally, to answer the third research question as to what are the parents' and/or guardians' experiences with the transition and if it differed from the other members of the transition team, because only one parent and/or guardian participated in the current study, their responses are reported and compared to what was reported by IBI and school staff.

3.1 Statistical Analysis

For analysis of the TBI, a reliability analysis was conducted to assess the internal consistency of the subscales. If any items were identified as being problematic, they were removed from the subscale. Pearson correlations were examined to evaluate if the subscales measured independent constructs or whether some subscales should be combined. Once the subscales were deemed reliable, a one-way ANOVA was conducted to evaluate whether or not there was a significant difference between the transition beliefs of IBI staff and school staff.

Because the questions on the TPQ are descriptive in nature, non-parametric statistics were used to assess whether or not there were significant differences between the hypothetical and actual experiences of IBI and school staff participants. The frequency of responses to individual answers on each question was coded as either 0=no or 1=yes and a Chi-Square

statistic was conducted to establish the probability of endorsing certain items. Where the sample size was too small in the contingency table, Fisher's Exact test was reported to evaluate the differences between the two groups. To supplement these statistics, frequency data are reported.

3.2 Elements Deemed Important to Successful Transition

Prior to comparing the mean scores for both IBI and school participants on the TBI, the psychometric properties of the questionnaire were investigated. The reliability estimates of each subscale and correlations between the subscales are presented in the following section. After exploring the descriptive characteristics of the data, it is important to note that all distributions were normally distributed with the exception of the Collaboration and Cooperation subscale, which had a slight negative skew. A negative skew in the Collaboration and Cooperation subscale was also noted by Levy and Perry (2008).

3.2.1 Internal consistency of TBI. Each subscale of the TBI was subject to a reliability estimate by evaluating Cronbach's α . Items that negatively affected Cronbach's α were subsequently dropped from the subscale. Subscales where dropping problematic items did not significantly improve Cronbach's α were not used in the comparison of means.

The Pre-requisite Skills subscale, which contains items 1, 6, 14, 18, 24, 28, 32, 36, was initially deemed possibly reliable with a Cronbach's α of 0.69. Item number 18 (There are no prerequisite skills a child with autism should have before transitioning into the school system) was identified as affecting the scale's α and was subsequently dropped. After item number 18 was dropped, Cronbach's α raised to 0.72, with item-total correlations ranging from 0.09 to 0.71. The Pre-requisite Skills subscale was deemed reliable.

The Individualization subscale, which contains items 5, 9, 12, 19, 23, 26, 37, was deemed a relatively unreliable subscale. Cronbach's α was 0.49 and item-total correlations ranged from

0.14 to 0.35. No items were identified as significantly affecting Cronbach's α and this subscale was subsequently dropped from the comparison of means.

The Collaboration and Cooperation subscale, which contains items 3, 8, 13, 17, 21, 27, 30, 34, was identified as being possibly reliable with a Cronbach's α of 0.53, but items 8 (Planning for transition should begin as early as possible before the child is in the classroom), 17 (Prior to transition, there should be the opportunity for IBI and school personnel to discuss and plan for the transition process), and 30 (School staff have the necessary skills to aid in the transition of children with autism without the aid of IBI program staff) were identified as negatively affecting Cronbach's α . After dropping these items, the subscale was deemed reliable (Cronbach's $\alpha=0.63$; item-total correlations ranged from 0.25-0.73).

The Family Involvement subscale contains items 2, 7, 10, 20, 25, 29, 33, and was deemed a possibly reliable subscale (Cronbach's $\alpha=0.66$). Item-total correlations ranged from 0.16 to 0.80, but no items were identified as significantly affecting Cronbach's α . Therefore, all 7 items were retained.

The fifth subscale, Attitudes Towards Inclusion, which contains items 4, 11, 15, 16, 22, 31, 35, was initially deemed the most unreliable subscale (Cronbach's $\alpha=0.28$). Items 15 (The goal of inclusion is to prepare children with autism for participation in life in the community), 16 (I believe it is the right of every child, regardless of their diagnosis or behavioural profile, to be educated in a regular classroom), and 35 (It is beneficial for the other children in the classroom to have the opportunity to interact and learn with a child with autism) were identified as negatively affecting Cronbach's α and were subsequently dropped from the subscale for further analysis. Once these items were dropped, the subscale was deemed reliable (Cronbach's $\alpha=0.61$; item-total correlations ranged from 0.22-0.42).

Finally, Pearson correlations were conducted to establish if there were any significant relationships between the subscales. Pearson correlations revealed that there was a positive moderate significant relationship between the Family Involvement and Attitudes Towards Inclusion subscales ($r=0.55, p=0.01$). This relationship may suggest that those individuals who have positive attitudes towards inclusion and view it as being the ultimate goal of transitioning to school often feel strongly about having the family involved in the process, which are both goals of the Connections for Students model. There were no significant relationships found between any of the other subscales. Results of the Pearson correlation analysis can be found in Table 2.

Table 2: Correlation Table of Subscales on TBI

Subscales	Pre-requisite Skills	Individualization	Collaboration and Cooperation	Family Involvement	Attitudes Towards Inclusion
Pre-requisite Skills	-	-0.23	-0.40	-0.22	0.16
Individualization	-	-	-0.35	0.36	0.26
Collaboration and Cooperation	-	-	-	0.35	0.34
Family Involvement	-	-	-	-	0.55*
Attitudes Towards Inclusion	-	-	-	-	-

Note. * $p < .01$

Based on these analyses, the Pre-requisite Skills, Collaboration and Cooperation, Family Involvement, and Attitudes Towards Inclusion subscales were all deemed to be adequately reliable. Furthermore, Pearson correlation analyses suggested that all subscales measure different constructs, except for the Family Involvement and Attitudes Towards Inclusion subscales. This relationship may be attributed to the nature of the Connections for Students model because all participants were actively using the Connections model in their current transition practices.

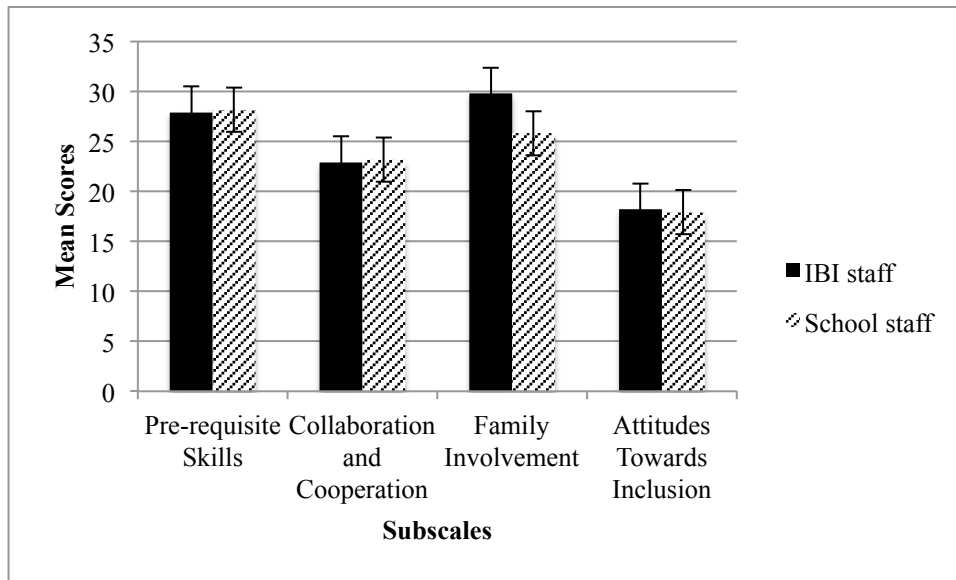
3.2.2 Comparing transition beliefs on TBI.

Even though Levy and Perry (2008) did not initially note what specific scores signified, the range of scores for each subscale does provide some insight regarding the level of belief for

each subscale. Based on the questions that were retained in each subscale, the Pre-requisite Skills subscale scores could range from 0-35, Collaboration and Cooperation could range from 0-25, Family Involvement could range from 0-35, and the Attitudes Towards Inclusion subscale could range from 0-20. Therefore, higher scores would signify a high level of belief in that subscale.

A one-way ANOVA was conducted on the four subscales that were deemed reliable (Pre-requisite Skills, Collaboration and Cooperation, Family Involvement, Attitudes Towards Inclusion) to see whether or not there were differences in philosophical transition beliefs between IBI staff and school staff. The item scores were totalled for each of the subscales and missing data for individual items were prorated based on the average response for the subscale. Only one school staff participant was missing data for item 1, which is part of the Pre-requisite Skills subscale and this response was prorated as 3. The assumptions of homogeneity of variance, as evidenced by Levene's test, were met.

Results demonstrated that the two groups differed significantly on the Family Involvement scale ($F_{(1,19)}=15.29, p<0.01$). Even though both IBI and school staff held a relatively high level of belief regarding the involvement of parents in the transition process (range for Family Involvement subscale was 0-32), the IBI group ($M=29.80$) held stronger beliefs regarding whether parents should be included and are able to participate in the transition process compared to school participants ($M=25.82$). There were no significant differences in mean scores on any of the other subscales (Pre-requisite Skills, Collaboration and Cooperation, Attitudes Towards Inclusion). Results are presented in Figure 1.

Figure 1: Mean Scores on Subscales of TBI

3.3. Is the Transition Occurring as Intended?

The TPQ asks questions relating to what an ideal transition looks like and what a participant's actual experiences were. The questionnaire is divided into three parts, which are explored in the following sections. Section A asks questions regarding when transition planning should begin, who should be involved, and what activities should be included. Section B is concerned with participants' actual experiences with the transition (i.e., transition planning, typical practices, what happens post-transition) and section C asks open-ended questions relating to the transition and inclusion.

3.3.1 Transition planning timeline. Question 1 asked IBI and school staff their perspective of when transition planning should generally begin. Question 12 asked participants when transition planning actually began. The frequency of endorsing items on each of these questions was compared for IBI and school staff. Also, the ideal and actual experiences with transition planning were compared.

3.3.1.1 When transition planning should begin. All IBI and school staff (100%) agreed that ideally, transition planning should not occur less than two weeks prior to the transition and therefore, a Chi-Square statistic was not appropriate. Fisher's Exact test revealed that there was no significant difference between IBI and school staff in their perception of when transition planning should ideally occur: between 2 weeks to 3 months ($p=0.582$), 4-6 months ($p=1.000$), 7-12 months ($p=1.000$), and 13-15 months ($p=1.000$). For optimal transition planning period, 70.0% of IBI staff identified 2 weeks to 6 months and 70.0% of school staff identified 4 to 12 months as being ideal.

3.3.1.2 When transition planning actually began. The Fisher's Exact test revealed that there was no significant difference between IBI and school staff in their report of when transition planning actually occurred for less than 2 weeks prior, between 2 weeks to 3 months, 7-12 months, and 13-15 months prior to the transition date. A significant difference was found for IBI and school staff that endorsed 4-6 months prior to transition ($p=0.044$; one-sided). Frequencies revealed that 75.0% of school staff endorsed this item compared to only 22.2% of IBI staff.

3.3.1.3 Difference between ideal and actual. To compare when transition planning should ideally occur and when it actually took place, due to a small sample size, IBI and school participants were examined together. A Chi-Square analysis was not appropriate to compare ideal and actual transition planning timelines for less than 2 weeks prior to transition and 13-15 months prior because no participants endorsed these items. Fisher's Exact test revealed that there was no significant difference between ideal and actual timelines for 2 weeks to 3 months and 4-6 months, but a significant difference was found for 7-12 months ($p=0.022$; two-sided). Frequencies revealed that even though 70.5% of participants did not believe 7-12 months prior to transition would be ideal, 5.9% of participants experienced this transition planning period. Also,

even though 17.6% of participants believed that 7-12 months prior to transition would be ideal, it was not experienced by 5.9% of participants. A comparison of ideal and actual transition planning timelines can be found in Table 3.

Table 3: Frequencies of Ideal/Actual Transition Planning

Time prior to transition	IBI		School	
	Ideal <i>n</i> (%)	Actual ^a <i>n</i> (%)	Ideal <i>n</i> (%)	Actual <i>n</i> (%)
Less than 2 weeks prior	0 (0%)	1 (11.1%)	0 (0%)	1 (12.5%)
2 weeks to 3 months	3 (30.0%)	3 (33.3%)	1 (10.0%)	1 (12.5%)
4 to 6 months	4 (40.0%)	2 (22.2%)	4 (40.0%)	6 (75.0%)
7 to 12 months	2 (20.0%)	2 (22.2%)	3 (30.0%)	2 (25.0%)
13 to 15 months	1 (10.0%)	0 (0%)	2 (20.0%)	0 (0%)

Note. ^a Two participants did not respond to this question

3.3.2 Transition team membership. Question 2 asked participants who should ideally participate in transition planning. Similarly, question 29 asked participants who actually participated in transition planning meetings. The frequency of endorsing certain items on each of these questions were compared for both IBI and school staff. Also, a comparison was made between ideal perceptions of who should be and who was actually involved in the transition.

3.3.2.1 Who should ideally participate in transition planning. The Fisher's Exact test revealed that there was no significant difference between IBI and school staff in their perceptions that the IBI senior therapist and/or supervisory psychologist, IBI program transition coordinators, parents, school principal, receiving teacher, educational assistant, IBI program autism spectrum disorder school district consultants, member of the school board autism team, or others should participate in transition planning. A significant difference was found for the involvement of

school board personnel ($p=0.003$; two-tailed). Frequencies revealed that 70.0% of IBI staff perceived that school board personnel should ideally participate in transition planning, whereas no school staff endorsed this item.

3.3.2.2 *Who actually participated in transition planning.* A significant difference was found for the actual involvement of school board personnel ($p=0.011$; two-tailed), where 60% of IBI staff endorsed this item compared to no school staff. Also, a significant difference was found for the frequency of endorsing the involvement of IBI program autism spectrum disorder school district consultants ($p=0.003$; two-tailed), as all IBI staff (100%) endorsed this item compared to only 33.3% of school staff. The frequency of endorsing the participation of certain individuals in transition planning is depicted in Table 4.

Table 4: Frequencies of Who Should be/was Involved in Transition Planning

Membership Position	IBI		School	
	Ideal <i>n</i> (%)	Actual <i>n</i> (%)	Ideal <i>n</i> (%)	Actual ^a <i>n</i> (%)
IBI senior therapists and/or supervisory psychologist	10 (100%)	9 (90.0%)	8 (80.0%)	5 (55.5%)
IBI transition coordinator	8 (80.0%)	7 (70.0%)	9 (90.0%)	6 (66.7%)
Parents	10 (100%)	10 (100%)	9 (90.0%)	8 (88.9%)
Receiving teacher	10 (100%)	10 (100%)	10 (100%)	9 (100%)
Educational assistant	10 (100%)	8 (80.0%)	10 (100%)	8 (88.9%)
School board personnel	7 (70.0%)	6 (60.0%)	0 (0%)	0 (0%)
Principal	10 (100%)	9 (90.0%)	10 (100%)	8 (88.9%)
IBI ASD school district consultant	9 (90.0%)	10 (100%)	7 (70.0%)	3 (33.3%)
School board autism team	9 (90.0%)	8 (80.0%)	8 (80.0%)	3 (33.3%)
Other	3 (30.0%) ^b	3 (30.0%) ^c	3 (30.0%) ^d	3 (33.3%) ^e

Note. ^a One participant did not respond to this question

^b Special education teacher; instructor therapist; speech-language pathologist, occupational therapist, physiotherapist

^c Speech-language pathologist, occupational therapist; instructor therapist (2)

^d Special education teacher, occupational therapist and any community support workers involved with the child; any support services (e.g., speech-language pathologist)

^e Facilitator; special education coordinator for school board (2)

3.3.2.3 Difference between ideal and actual. To compare who should ideally be involved in transition planning and who actually participated, due to a small sample size, IBI and school participants were examined together to see if there were any differences. A significant difference was found for the actual involvement of school board personnel ($p=0.010$; two-tailed). After examining the frequencies, 23.6% of participants thought they should ideally participate, but 10.5% of participants did not endorse school board personnel's involvement. Also, even though 57.9% of participants reported that school board personnel should not participate, 5.3% of participants endorsed their participation in the actual transition.

3.3.3 Transition team meetings. Question 3 asked what should ideally be involved in transition planning and participants were asked to put an asterisk beside the three activities they deemed as being most important. Question 30 asked participants to identify which activities were actually discussed in transition meetings. The items on both questions were the same except with the addition of training of teachers and support staff as activities in question 30. Question 28 asked participants who initiated transition discussions. Items that were endorsed by both IBI and school staff were compared and ideal and actual activities were compared for all participants.

3.3.3.1 What should be discussed in transition meetings. The Fisher's Exact test revealed that there was no significant difference between IBI and school staff in their perceptions of what activities should ideally be involved in transition planning. Activities included identifying the skills necessary for the child to succeed in the school environment, targeting these skills within IBI programming, adjusting behaviour protocols, implementing self-help routines, etc. so they can be transferred to the school setting, child and family should visit the school prior to transition, help parents find additional community activities appropriate for their child, school staff should be notified as early as possible of the transition, explaining to the parents the school's policy for inclusion and their rights, IBI and school staff should meet to ensure continuity of programs and goals, discuss communication methods, and to address challenges the child may face. Also, no IBI or school staff reported any other important activities that should be addressed. Both IBI and school staff endorsed most activities, but were relatively divided when it comes to helping parents find additional community activities appropriate for their child. Even though not significant, only 20.0% of IBI staff endorsed this item compared to 60.0% of school staff.

3.3.3.2 Most important activities. Frequencies revealed that the most endorsed activities for school staff were identifying the skills necessary for the child to succeed in school environment (50.0%), adjusting behaviour protocols, self-help routines, etc. so they can be transferred to the school setting (30.0%), child and family should visit the school prior to transition (30.0%), and notifying school staff as early as possible of the transition (30.0%). IBI staff were relatively divided in what they perceived as being the most important activities; 20.0% of IBI staff enforced identifying skills, adjusting behavioural protocols, having the child and family visit the school, and IBI and school staff meeting for continuity. The most endorsed activity for IBI staff was for IBI and school staff to meet to address any challenges the child may face (30.0%).

3.3.3.3. What was actually discussed. The Fisher's Exact test revealed that there was no significant difference between IBI and school staff in what they reported was actually discussed in transition planning meetings. Even though the frequency of endorsing each item was not significantly different between IBI and school staff, frequencies revealed that all IBI staff (100%) endorsed discussing the skills necessary for the child to succeed, challenges the child may face, strategies for handling behavioural concerns, and the logistics of the transition. School staff did endorse these items, but they were not unanimous. A table showing the frequency of endorsing actual activities in transition planning is provided in Table 5.

Table 5: Frequencies of Activities in Transition Planning

Activities	IBI		School	
	Ideal <i>n</i> (%)	Actual <i>n</i> (%)	Ideal <i>n</i> (%)	Actual ^a <i>n</i> (%)
Identify skills necessary	9 (90.0%)	10 (100%)	9 (90.0%)	6 (66.7%)
Target these skills	9 (90.0%)		8 (80.0%)	
Adjust behaviour protocols	9 (90.0%)	9 (90.0%)	9 (90.0%)	7 (77.8%)
Child/family visit school	9 (90.0%)	8 (80.0%)	10 (100%)	6 (66.7%)
Help find community activities	2 (20.0%)	2 (20.0%)	6 (60.0%)	4 (44.4%)
Notify school staff early	9 (90.0%)		9 (90.0%)	
Explain policies for inclusion	9 (90.0%)	5 (50.0%)	10 (100%)	2 (22.2%)
Discuss continuity of programs/goals	10 (100%)	9 (90.0%)	10 (100%)	7 (77.8%)
Address any challenges child may face	10 (100%)	10 (100%)	10 (100%)	8 (88.9%)
Discuss communication methods	8 (80.0%)	9 (90.0%)	10 (100%)	8 (88.9%)
Strategies for behavioural concerns		10 (100%)		7 (77.8%)
Logistics		10 (100%)		6 (66.7%)
Training of teachers and school staff		6 (60.0%)		4 (44.4%)
Other	0 (0%)	0 (0%)	0 (0%)	2 (22.2%) ^b

Note. ^a One participant did not respond to this question

^b Triggers, calming techniques, practical things like toileting, feeding; technology uses

3.3.3.4 Difference between ideal and actual. To compare what activities should ideally be involved in transition planning to what activities actually took place, due to a small sample size, IBI and school participants were examined together to see if there were any discrepancies. The Fisher's Exact test revealed that there was no significant difference between the ideal and actual transition planning activities.

3.3.3.5 Who initiates transition discussions. The Fisher's Exact test revealed that there was no significant difference between IBI and school staff in their reports of who initiates

transition discussions (IBI staff $p=1.000$; school staff $p=0.303$; parents $p=1.000$). IBI staff was most frequently reported to initiate these discussions (90.0% of IBI and 88.9% of school staff).

3.3.4 Transition planning. Questions 8 to 11 asked participants questions regarding what information is shared between IBI and school staff. The questions were worded slightly differently on the IBI and school versions of the TPQ. For example, school staff were asked what information they provided to IBI concerning the school the child was transitioning to, but IBI staff were asked what information they actually received. For analysis, questions are therefore examined in terms of what information was shared and received.

3.3.4.1 Information about the child. Question 10 on the IBI version of the TPQ and question 9 on the school version asked participants what information is shared and received about the child who is transitioning. Fisher's Exact test revealed that there was no significant difference between IBI and school staff with sharing and receiving file information, assessment and diagnosis report, summary of goals for the child and skill he/she has mastered, or other types of information (verbal information from last year's teacher). The majority of IBI and school staff agreed that there was indeed information shared and received.

When IBI staff was asked to whom they provide this information, they reported that it was generally given to the school board (90.0%), parents (90.0%), and principals (80.0%). School staff reported that this information was generally received from the IBI program (87.5%). A degree of information was provided to school staff from the school board (25.0%), parents (25.0%), principal (12.5%), and others (teachers; 25.0%).

3.3.4.2 Information about the school. Question 8 on the IBI version of the TPQ and question 11 on the school version asked participants what information is shared and received about the school to which the child is transitioning. Fisher's Exact test revealed that there was no

significant difference between IBI and school staff with sharing and receiving information regarding the size of the classroom, class composition, skills important to succeed in the classroom, daily schedule, or other information (room in special needs classroom; don't know). When asked if no information was given, all IBI and school staff (100%) agreed that indeed, information was given.

In question 9 on the IBI version of the TPQ, participants were asked from whom they generally receive this information. IBI staff reported that they generally received this information from school principals (70.0%), teachers (60.0%), and school board personnel (60.0%). ASD school district consultants (40.0%), special education coordinators (30.0%), parents (20.0%), and others (clinical supervisor of AIP; 10.0%) were reported to be less likely to provide this information.

3.3.4.3 When teacher learned that child would be in class. Question 8 on the school version of the TPQ asked participants when the classroom teacher first learned that a child with autism would be in his/her class. Generally, school staff reported that receiving teachers generally find out either 4 months (33.3%) or 2 months prior to transition (33.3%). Some school staff reported that receiving teachers generally find out less than a month prior (11.1%) or on the first day of school (11.1%). No school staff (0%) reported that the receiving teacher finds out 1 month prior to transition.

3.3.5 Typical transition practices. Questions 13 to 27 asked participants about the typical transition practices they had encountered. The question asked participants to rate the degree to which they experienced certain practices on a scale of 1 (never at all), 2 (sometimes/partially), 3 (typically/always), or N/A (not applicable). These questions regarded the creation of a transition plan, level of parental involvement, and the collaboration between IBI

and school staff. Because the contingency tables are greater than 2 by 2, Fisher's Exact test was not appropriate. Therefore, the frequency of endorsing items are reported.

3.3.5.1 Typical practices regarding a transition plan. Questions 13 to 15 addressed the creation and implementation of a transition plan. Generally, both IBI and school staff agreed that a transition plan was always created (80% IBI and 80% school staff) and implemented (60% IBI and 80% school staff). On the other hand, the transition plan was not consistently signed by both IBI and school staff. A table of frequencies is provided in Table 6.

Table 6: Frequency of Activities Related to a Transition Plan

Activity	IBI			School		
	Never	Sometimes	Always	Never	Sometimes	Always
There is an advanced transition plan	0 (0%)	1 (10%)	8 (80.0%)	0 (0%)	1 (10.0%)	8 (80.0%)
Plan signed by IBI and school staff	1 (10.0%)	2 (20.0%)	6 (60.0%)	1 (10.0%)	1 (10.0%)	5 (50.0%)
Transition plan is implemented	0 (0%)	3 (30.0%)	6 (60.0%)	0 (0%)	1 (10.0%)	8 (80.0%)

Note. Totals do not add up to 100% because some participants endorsed *Not Applicable*

3.3.5.2 Parent involvement. Questions 16 to 19, 24, and 27 asked participants questions regarding the degree to which parents were involved in the process. Parents were generally invited to meet with both IBI staff and school board staff, had the opportunity to visit the classroom, were invited to participate in transition meetings, and their concerns were mostly addressed. On the other hand, IBI and school staff reported less consistently that the parents had the opportunity to meet the receiving teacher. Frequencies are reported in Table 7.

Table 7: Frequency of Endorsing Activities Related to Parental Involvement

Activity	IBI			School		
	Never	Sometimes	Always	Never	Sometimes	Always
Parents were invited to meet with IBI	0 (0%)	0 (0%)	9 (90.0%)	0 (0%)	1 (10.0%)	6 (60.0%)
Parents invited to meet with school	0 (0%)	1 (10.0%)	8 (80.0%)	0 (0%)	1 (10.0%)	8 (80.0%)
Parents invited to meet with teacher	0 (0%)	1 (10.0%)	3 (30.0%)	0 (0%)	1 (10.0%)	1 (10.0%)
Parents generally attend meetings	0 (0%)	2 (20.0%)	8 (80.0%)	1 (10.0%)	3 (30.0%)	6 (60.0%)
Parents have opportunity to visit class	0 (0%)	2 (20.0%)	7 (70.0%)	1 (10.0%)	2 (20.0%)	7 (70.0%)
Practical concerns of parents addressed	0 (0%)	0 (0%)	10 (100%)	0 (0%)	1 (10.0%)	8 (80.0%)

Note. Totals do not add up to 100% because some participants endorsed *Not Applicable*

3.3.5.3 Cooperation between IBI and school staff. Questions 20 to 23 and 25 to 26 asked participants questions regarding the degree to which IBI and school staff worked collaboratively in the transition process. Generally, IBI and school staff agreed that collaboration did occur; meetings took place between IBI and school staff and communication continued post-transition. IBI staff was able to bring the child to the receiving classroom and had the opportunity to visit post-transition. Even though the receiving teacher and EA generally had the opportunity to work with the child in IBI at least sometimes according to school staff (Never=30.0%, Sometimes=20.0%, Always=50.0%), the majority of IBI staff reported that this never occurred (70.0%). Frequencies are reported in Table 8.

Table 8: Frequency of Endorsing Activities Related to Collaboration

Activity	IBI			School		
	Never	Sometimes	Always	Never	Sometimes	Always
Meetings between IBI and school	0 (0%)	2 (20.0%)	7 (70.0%)	0 (0%)	3 (30.0%)	7 (70.0%)
Teacher/EA observes in IBI	0 (0%)	3 (30.0%)	5 (50.0%)	3 (30.0%)	0 (0%)	7 (70.0%)
Teacher/EA works with child in IBI	7 (70.0%)	1 (10.0%)	1 (10.0%)	3 (30.0%)	2 (20.0%)	5 (50.0%)
IBI brings child to classroom	1 (10.0%)	3 (30.0%)	5 (50.0%)	1 (10.0%)	3 (30.0%)	6 (60.0%)
IBI visits classroom after transition	1 (10.0%)	3 (30.0%)	5 (50.0%)	0 (0%)	2 (20.0%)	8 (80.0%)
Communication after transition	1 (10.0%)	0 (0%)	9 (90.0%)	0 (0%)	2 (20.0%)	7 (70.0%)

Note. Totals do not add up to 100% because some participants endorsed *Not Applicable*

3.4 Post-Transition

Section B.3 asked participants questions regarding their experiences with the transition team post-transition of the child into the school system. Participants were asked who participates in the IPRC meetings, when the IEP was developed, whether or not IBI staff provide support to the school post-transition and what kind of support, and whether or not IBI staff provide support to the parents post-transition and what kind of support. Also, school staff were asked what activities children with autism participate in beyond inclusion in the classroom.

3.4.1 IPRC meetings. Question 31 on the IBI and school version of the TPQ asked participants who generally participated in IPRC meetings regarding children with autism. A significant difference was found between IBI and school staff concerning the involvement of IBI program staff ($p=0.033$; two-tailed). Frequencies revealed that no IBI staff (0%) reported that IBI program staff participate in IPRC meetings compared to 44.4% of school staff. According to IBI and school staff, parents, principals, and receiving teachers generally participate in IPRC meetings, but EAs (IBI staff=60.0%, school staff=33.3%) and school board personnel (IBI

staff=60.0%, school staff=55.6%) participate less consistently. A table showing the frequency of endorsing who participates in IPRC meetings is provided in Table 9.

Table 9: Who Participates in IPRC Meetings

Members	IBI <i>n</i> (%)	School ^a <i>n</i> (%)
Parents	10 (100%)	8 (88.9%)
IBI program staff	0 (0%)	4 (44.4%)
Principal	9 (90.0%)	9 (100%)
Receiving teacher	10 (100%)	9 (100%)
Receiving EA	6 (60.0%)	3 (33.3%)
School board personnel	6 (60.0%)	5 (55.6%)
Other	1 (10.0%) ^b	2 (22.2%) ^c

Note. ^a Two participants did not respond to this question

^b Resource teacher

^c Special education teacher; facilitator

3.4.2 IEP development. Question 32 on the IBI and school versions of the TPQ asked participants when a child's Individualized Education Plan (IEP) is generally developed. A significant difference was found for endorsing that the IEP is developed prior to the child being placed in school ($p=0.035$; two-tailed). Frequencies revealed that more school staff endorsed this item (83.3%) compared to IBI staff (20.0%). Another significant difference was found for 2-4 months after the child has been placed in the classroom ($p=0.034$; two-tailed). IBI staff (60.0%) were more likely to endorse this item compared to school staff (0%). Therefore, IBI and school staff were relatively divided; the majority of school staff reported that the IEP is developed prior to the child being placed in the classroom, whereas the majority of IBI staff reported that it occurred 2-4 months post-placement. A comparison of the frequency of endorsing when the IEP is developed is depicted in Table 10.

Table 10: When IEP is Developed

Timeline	IBI ^a n (%)	School ^b n (%)
Prior to child being placed in school	2 (20.0%)	5 (83.3%)
1 month after child was in school	1 (10.0%)	1 (16.7%)
2-4 months after child was in school	6 (60.0%)	0 (0%)
More than 4 months after the child was in school	0 (0%)	0 (0%)

Note. ^a One participant did not respond to this question

^b Five participants did not respond to this question

3.4.3 Support from IBI post-transition. Question 33 on the IBI version of the TPQ and question 34 on the school version asked participants whether or not IBI staff continued to provide ongoing support to school staff post-transition. The Fisher's Exact test revealed that there was no significant difference between IBI and school staff. The majority of both IBI (80.0%) and school staff (87.5%) reported that IBI staff did in fact continue to provide support post-transition.

Question 34 on the IBI version and question 35 on the school version asked participants what type of support (available to answer questions, communication about the child's progress, communication about potential problems, and other) IBI staff provided post-transition. A significant difference was found for IBI staff visiting the classroom to provide assistance ($p=0.041$; two-tailed) and consultation regarding behaviour management ($p=0.026$; two-tailed). In both cases, the majority of school staff endorsed these items compared to IBI staff; 25.0% of IBI staff endorsed visiting the classroom to provide assistance compared to 87.5% of school staff and 37.5% of IBI endorsed consulting regarding behaviour management compared to 100% of school staff. Frequencies revealed that school staff generally endorsed all types of support,

whereas the majority of IBI staff endorsed being available to answer questions (65.5%). A table showing the frequency of support from IBI post transition is provided in Table 11.

Table 11: Support from IBI Post-Transition

Type of Support	IBI ^a n (%)	School ^b n (%)
Available to answer questions	5 (65.5%)	7 (100%)
Communication about child's progress	2 (25.0%)	5 (71.4%)
Communication about potential problems	3 (37.5%)	5 (71.4%)
Visit the classroom to provide assistance	2 (25.0%)	6 (85.7%)
Consultation regarding behaviour management	3 (37.5%)	7 (100%)
Other	3 (37.5%) ^c	1 (14.3%) ^d

Note. ^a Two participants did not respond to this question

^b Four participants did not respond to this question

^c Refer to school support program/ABA services; monthly meetings; IBI in classroom for 3 months

^d Presentation to class (Understanding Friends, Understanding Autism)

Question 35 on the IBI version asked IBI staff whether or not they continued to provide support to the parents post-transition. Based on frequency data, 87.5% of IBI staff reported that they do indeed continue to provide support to the parents. Question 36 on the IBI version of the questionnaire asked IBI staff what type of support they provide to parents post-transition. Frequency data revealed that they generally still provide parent training (50.0%) and conduct parent information sessions (50.0%). Other types of support included providing family support (37.5%), other types of support (services for child such as consultation and groups, only by demand/referral, involved for three months once child starts school; 37.5%), are available to answer questions parents may have about the school system (25.0%), provide community support (25.0%), and IBI programming (12.5%). No IBI staff reported that they provided service

coordination/case management (0%). Therefore, IBI staff were not unanimous regarding what type of support they provided to parents post-transition.

3.4.4 Inclusion. Question 33 on the school version of the TPQ asked school participants beyond inclusion in the classroom, in what other activities children with autism participated. Frequency data revealed that children with autism generally played with the children in his/her class during recess (100%), participated in class field trips (100%), participated in school assemblies (100%), participated in specialty programs (i.e., art class, gym class, etc.; 87.5%), and participated in after school activities (62.5%). Therefore, according to school staff, inclusion is occurring post-transition.

3.5 Qualitative Analysis of Open-Ended Questions

Section C of the original TPQ asked participants two open-ended questions; what they thought were important factors to a successful transition for all concerned (i.e., the child, parents, IBI instructor therapists, school personnel) and barriers to transition planning between IBI programs, school personnel, and parents. In the current study, three additional open-ended questions were added to further allow participants the opportunity to express what their experiences were with the transition. The three additional questions were: what was it like being a member of the transition team, what was required for successful inclusion of a child with autism in the school system, and if there were anything else they would like to add concerning their experience with the transition process. Responses to the final question (i.e., if there were anything else they would like to add) were added to previous relevant open-ended questions depending on the response given. For example, if a participant mentioned a barrier to transition planning, the response was put with the question regarding barriers to transition planning.

To analyze responses, a thematic analysis similar to Braun and Clarke (2006) was used to identify patterns and themes that emerged from the participants' experiences. "A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p. 82). The themes that emerge help to tell a story about the participants' experiences (Braun & Clarke, 2006). Similar to the procedure outlined by Braun and Clarke (2006), the primary investigator first familiarized herself with the data by transcribing all responses and organizing them by question. Examining the entire set of responses helped to create primary codes and themes were then created from these codes. The themes were reviewed and organized into a table and were subsequently named and defined. A table incorporating the main themes and subthemes can be found in Table 12. A table incorporating all themes and examples can be found in Appendix D.

Table 12: Themes from Open-Ended Questions

Question	Main Theme	Sub-themes
What do you think are important factors to successful transition for all concerned (the child, parents, IBI instructor-therapists, school personnel)?	1) Collaboration	-Communication -Teamwork and support -Expectations
	2) Planning	-Readiness of child and school -Continuity -Training
	3) Family Involvement	
What do you think are the barriers to transition planning between IBI programs, school personnel and parents?	1) Understanding	-Knowledge of ASD/ABA -Openness -Differences between IBI and school
	2) Parent Involvement	-Limited involvement -Expectations
	3) Limited Time	
What was it like being a member of the transition team?	1) Mutual Understanding	-Agreement of placement -Collaboration -Openness
	2) Rewarding	
	3) Useful	
	4) Involvement of Frontline Staff	
What do you think is required for a successful inclusion of a child with autism in the school system?	1) Commitment	-To inclusion -To understanding ASD and ABA
	2) Planning	-Readiness of school -Readiness of peers
	3) Increased Participation	
	4) Supports	

3.5.1 Important factors to successful transitions. A main theme that emerged was collaboration within the transition team, where parent and/or guardians, IBI staff, school staff, and any other relevant professionals work together in various ways. In particular, responses suggested that collaboration can be achieved with communication, having clear and consistent expectations, as well as developing teamwork and providing support. With regard to communication, participants described how information sharing should occur frequently throughout the whole process. For example, a school staff explained how “the transition team (school, IBI, ABA, and family) should be in frequent communication... even when child is transitioned in”. The members of the transition team must also have “clear communication and expectations for each group involved”, which encompasses having clear roles and responsibilities laid out prior to the commencement of the transition process. Additionally, participants explained that successful transitions occurred because of teamwork and supporting each member of the transition team. For example, an IBI staff explained how “the most satisfying transitions have included collaboration and creative thinking in regards to the challenges ([e.g.,] bussing/behaviour/ staffing)”.

The second theme that emerged concerning successful transitions was the importance of planning the transition in terms of ensuring the transition team, the child, and the receiving school are all ready for the placement of the child. This theme incorporated three subthemes: readiness of the child and school, continuity of ABA strategies and staff, and training. Concerning the readiness of the child, many participants reported that it requires planning on behalf of the transition team to ensure the child is ready for their placement in school. A school staff reported that it is important to “[be] aware of and understanding [the] child’s abilities and needs” and “readiness skills [should be] developed in [the] child prior to transition” to best

support them in the classroom. The team should also examine the readiness of the school to support the child by “look[ing] at [the] environment to minimize barriers or potential risks”.

Many participants explained that it is important for the transition team to ensure that there is “continuity of methods, strategies, and expectations” from IBI to school, which incorporates the strategies of ABA. Another participant explained that early planning was important, especially for programming in IBI. An IBI staff stated that IBI needs to “know [the] classroom routine to replicate in IBI prior to transition, know [the] expectations of [the] classroom (i.e., line-up, how long [the] child is required for independent work, look at [the] environment to minimize barriers or potential risks)”. Continuity of services works both ways; for example, a school staff participant explained, IBI also has to “inform [the] school of the child’s profile (i.e., skills, behaviours, strengths, challenges)”.

Furthermore, school staff should be trained in how to best implement the strategies necessary for continuity. An IBI staff explained that “training packages geared specifically to transition teams should be developed and delivered prior to transition” to ensure that all members of the transition team are on the same page. Another IBI staff explained that it is necessary to have “adequate knowledge regarding autism, ABA, and best practices for children with autism (training), standardized training for EAs, [and] looking at qualifications of individuals receiving the child with autism”. Therefore, the transition team should establish what training may be necessary and plan to provide this training prior to the placement of the child.

The third theme that emerged was family involvement. In particular, participants explained that high parental involvement is important to successful transitions and that they need to be invested in ensuring it is successful. An IBI participant stated that “parents [should be]

involved in meetings, goal setting, [and] information sharing”. Parental participation may be facilitated if the transition team “supports the parents”.

3.5.2 Barriers to transition planning. Participants also discussed challenges when planning for the transition to IBI. A main theme that emerged was understanding; not only the logistics of the transition and how to best support the child, but also with regard to being willing to understand new concepts and perspectives. This theme was comprised of three subthemes: knowledge of ASD and ABA strategies, differences between IBI and school philosophies, and openness. Participants explained how the “philosophies [of IBI and school] can be different” and it is a barrier when the team does not “understand autism challenges and ABA principles”. Furthermore, it “would be beneficial for the transition school to understand the function [and] purpose of the Intensive Behavioural Intervention”; however, it was mentioned that parents should also understand these differences. For example, a school staff explained that it is a barrier when parents do not “recognize the differences and similarities between IBI program and school program (i.e., intensity, reporting procedures, programming), [and] particularly the move to inclusion versus individual intensive programming”. Therefore, as per the participants’ responses, it is suggested that every member of the transition team be aware of the differences between IBI and school.

A second theme that emerged as a barrier to successful transitions is a lack of parental involvement in the whole transition process. In particular, a school staff noted that the transition process is “more challenging when parents aren’t involved”, especially if they do not support the transition or placement. Also, it was explained that it is a barrier if parents do not have realistic expectations of the transition and what the school can accommodate. For example, “parents want EA support, [but this] may not be available”. Furthermore, a school staff participant explained,

“parents need to realize that children who are not successful in the IBI program and begin attending school are not going to continue with an IBI program at school”. Therefore, as per IBI and school staff, parents may need to alter their expectations as their child transitions from IBI to school.

A third theme that emerged from this question was limited time to ensure the most important transition planning activities are completed. For example, participants explained that there does not seem to be enough “time for visiting the child at the IBI/AIP centre and time for support staff to visit or participate”. Also, the time of year the transition takes place can be a barrier. An IBI participant explained, “The time of year is difficult for the school to put in supports (i.e., in April, if a child is transitioning in, they may have spent their funding for support [in] planning for their school [that] took place in [the] previous months)”. As per IBI and school staff, time constraints must be considered and addressed appropriately in transition planning.

3.5.3 What it was like being a member of the transition team. Overall, responses to this question were relatively positive. A major theme that emerged was mutual understanding. This theme consisted of three sub-themes: openness, agreement on the placement of the child, and collaboration. An IBI staff participant explained, “When teams were open to the transition, the energy was good, collaboration was strong, and transition was successful”. Participants also noted members of the transition team were “on the same page” and were “open to suggestions”. This mutual understanding also helped to facilitate collaboration, which was mentioned as being important for developing mutual understanding. For example, an IBI staff stated, “I believe it was successful because we had a full team on board, we planned early, the child has visitations to the school classroom, [and] the teacher was open to suggestions”.

Another main theme that emerged was how useful members of the transition team found the process, especially school staff. Some school staff reported that they had “learned a lot about the IBI and ABA programs” and it was a “great experience [and had] received lots of helpful tips”. Also, some school staff mentioned that they were able to ask for help and receive the appropriate support from IBI staff through the process. For example, one school staff explained that they “appreciate[ed] the meetings that allowed for understanding of the student and for seeking the help needed”.

A third theme that emerged was how rewarding it was for some participants to be a member of the transition team and help a child with ASD transition into school. An IBI staff explained, “It was great to help a child successfully transition”. Another IBI participant added that it was “really a pleasure to be able to support the child and the school”. This pleasure was reciprocated by some school staff, as evidenced by a school staff who named CCR directly as being helpful and stated “[I] enjoyed working with CCR and was very grateful for their expertise and support”. Therefore, even though being a member of a transition team requires time and planning, these responses suggest that the transition can have a positive effect on members of the team.

Unfortunately, a theme that emerged from this question was the lack of involvement of frontline staff (e.g., support staff) in transition team meetings and consequently, they may not have been as informed as the rest of the transition team. Some school participants did not feel as though they were involved in transition meetings as much as they could have or were not involved at all. These participants mentioned that there was a lack of communication with frontline staff that directly support these children during the transition and post transition. A school staff mentioned, “It can also be frustrating/overwhelming if you are the person working

with the child and the person least informed and least involved as far as meeting about the child”.

An IBI staff added, “It would benefit the understanding of AIP/IBI (Connections) if the information was shared consistently with the front line team (teacher and support staff)”.

Therefore, even though the majority of participants reported positive aspects about being a member of a transition team, some frontline workers may not have had the same positive experiences.

3.5.4 What is required for successful inclusion. When participants were asked what they thought was required for a child with ASD to be successfully included, a main theme that emerged was planning. This theme incorporated two subthemes: readiness of the school and peers, and training of school staff. In order for inclusion to occur, participants discussed that the child has to be “set up for success”. Participants had a tendency to focus more upon environmental factors that need to be in place to support the child, as opposed to the child having the prerequisite skills to successfully be included in the classroom. For example, a school staff explained, “The class that the child is being put into needs to be prepared for the child”.

In order for the school to best support the inclusion of the child, training was mentioned as being beneficial. An IBI staff stated that schools should have “well trained and well supported school staff in autism, IBI training, and in ABA theory”. Many participants also mentioned that peer education is important. Schools should plan to “communicate about [the] child to students...[and they should be] encouraged to ask questions”. Therefore, it is important that these factors all be planned pre-transition.

A second theme that emerged from participants’ responses to what is required for successful inclusion was the importance of increasing a child’s participation in activities. An IBI staff explained, “Successful transitions are about involving the child in the community of the

school environment”. It was apparent that participants viewed inclusion as an “approach that means the child with autism is submersed in all aspects of the classroom/school day” even though “many children with autism may only be able to support partial day inclusion”.

Therefore, even if the child is not able to participate in all activities everyday, it should be encouraged and could be made possible by “modify[ing] the child’s day to participate in [the] same activities as his peers”.

Another theme that emerged was the importance of ensuring appropriate supports for both the child and staff. Concerning the child, they should have “the proper supports in place to assist the child”, which includes having the “proper placement (not under or over supported)” and the “appropriate spaces and [necessary] equipment”. Appropriate supports should also be made available to help teachers and EAs in facilitating inclusion. For example, school staff should feel comfortable and should be given all of the information necessary to best support the child.

The final theme that emerged from this question concerned school staff directly. Participants mentioned that school staff must be committed to inclusion and to knowing and using ABA programming. For example, an IBI participant explained, “The most successful inclusions involve a commitment from the teachers and support staff to learn about ABA principles and strategies” and “Success is also measured when the teacher practices the principles so that all the students in her/his classroom benefit”. Therefore, even though school staff may receive training to support inclusion in the classroom, it still requires their commitment in actually implementing those strategies that makes inclusion successful.

3.6 Parent Perspective

Even though only one parent and/or guardian participated in the study, it was deemed important to explore whether or not there were differences compared to the responses made by IBI and school staff. Overall, this parent's responses on the TPQ were relatively similar to both IBI and school staff. According to parent report, transition planning should ideally occur 2 weeks to 3 months before transition and this did actually occur. A transition plan was also created and implemented, but not always signed by the transition team. In terms of participation on the transition team, similar to school staff, this parent did not endorse the importance of school board personnel participating on the transition team. This parent reported that they were aware of what information was shared between IBI and school regarding both the abilities of the child and the classroom that the child was transitioning to, which suggests that communication was open during transition team meetings. A notable difference was found with what activities should and did occur in transition planning. Even though the majority of both IBI and school staff reported that the child and their family should and does visit the school prior to the transition, this parent did not endorse these items.

When asked to describe the post-transition experience, there were also many similarities to what IBI and school staff reported. For participation in IPRC meetings, similar to IBI and school staff, this parent reported that the EA did not generally participate, but noted that it is most important for EAs to participate because they are the individuals who directly help the child. This parent further noted that in their case, the EA did not continue with the programming that was identified as being helpful for the child and consequently, they observed a reduction in their child's ability to concentrate. Concerning the creation of the IEP, similar to school staff, this parent reported that it was created prior to the commencement of school. Finally, this parent

did indeed receive support from both IBI and school post-transition. In particular, the lines of communication were left open to ask questions and discuss the progress and possible problems that the child was facing post-transition.

This parent noted that they felt accepted, encouraged, informed, and as though they were an important part of the transition team. In terms of what were important factors for a successful transition, this parent explained that the teacher and EA must understand the importance of continuing with the programming that has been shown to benefit the child in the classroom. On the other hand, this parent noted that school staff did not always attend transition team meetings, which could have been related to the perception that there was a lack of training for teachers and EAs. This parent suggested that for training, IBI staff should observe the teachers and EAs who are implementing the programming in the classroom to ensure it is appropriately applied, and that this should occur sporadically throughout the year.

Concerning the functioning of their child post-transition, the parent reported that some of their child's abilities did improve post-transition and that inclusion did indeed occur. Their child's social communication and academic abilities improved post-transition, and they were involved in all activities at school. According to parental report, for inclusion to ideally occur, it was important for the transition team to realize the potential of the child in an inclusive setting.

Overall, the perspective of the parent participant was not drastically dissimilar from those of IBI and school staff in the current study. The parent's responses were similar to those of IBI and school staff; transition planning should and did occur, there was support post-transition, and inclusion was facilitated. Furthermore, training was an obvious concern of the parent participant, and both IBI and school staff. The results of the current study will be further discussed in the subsequent chapter.

Chapter 4: Discussion

The transition from early intervention to the school system is an important milestone in the lives of children with ASD and their families. This transition represents the gains the child has made and their ability to generalize these skills outside of structured IBI. Therefore, this transition must be carefully planned and implemented to ensure successful inclusion of the child with ASD in the community. The transition from IBI to school implicates the child, their parents and/or guardians, current IBI program, and the school system to which the child is transitioning. Even though prior research has examined particular types of transitions (e.g., transition to preschool, high school, and adulthood), very few studies have examined the transition from IBI to an inclusive setting exclusively.

The current study explored the transition beliefs, as well as ideal and actual transition experiences of transition teams in Northern Ontario. While IBI and school staff were relatively similar in their beliefs and experiences, certain differences emerged. The current study also explored the beliefs and experiences of a parent/guardian of a child with ASD. Even though relatively similar, certain differences were also noted in the beliefs and experiences of the parent in relation to IBI and school staff (e.g., child and their family visiting the school prior to the transition). Overall, according to IBI and school staff in the North region, the transition appears to be occurring as outlined by the Connections for Students model, as evidenced by slightly different results compared to research conducted prior to its implementation (e.g., Levy & Perry, 2008).

4.1 Transition Planning

Transition planning was identified by IBI and school staff as being an important aspect in the success of transitioning a child with ASD from IBI to school. In the current study, both IBI

and school staff agreed that transition planning does indeed occur, but there were differences in when they believed transition planning should begin. The majority of IBI participants believed that planning should optimally begin 2 weeks to 6 months prior to the transition, whereas school staff believed that planning should begin somewhere between 4 to 12 months prior to transition. This optimal transition planning period, especially from the perspective of IBI participants, is different from that identified in Levy and Perry's (2008) study. Levy and Perry (2008) found that the optimal time for transition planning to begin for both IBI and school participants was reported to be 4-6 months prior to the transition, which the authors attributed to parents and/or guardians typically having to enroll their child in school at least five months prior to placement.

This difference in optimal transition planning period may be a result of the 6-month internal transition that CCR implements at the beginning of the Connections for Students model. Because CCR utilizes a 6-month internal transition, planning on the part of IBI may actually occur before 2-weeks to 6-months prior to the transition, as programming is typically altered to simulate learning in a classroom setting and to facilitate generalization. IBI staff in this case may have considered the 2-week to 6-month transition planning period as being separate from the 6-month internal CCR transition.

In actuality, there was a significant difference in the transition planning period experienced by IBI and school staff. The majority of school staff reported that transition planning actually began 4 to 6 months prior to the transition; however, only a small portion of IBI staff experienced a transition planning period of 4 to 6 months. IBI staff were not consistent in what they reported to be the actual transition planning period. The majority of responses ranged from 2 weeks to 12 months. The differences could be due to confusion of the term "prior to transition". IBI staff may perceive "prior to transition" to mean prior to when IBI

programming changes, prior to when the child joins the school classroom with the instructor therapist as support, prior to when the child is in the classroom without support from IBI, or when the transition team meetings no longer take place. In general, a transition planning period of at least 6 months is in agreement with the recommendation of the Connections for Students model. The Connections for Students model suggests that the transition period should occur at least 6 months prior to the transition and may continue up to 6 months post-transition (MCYS & MEDU, 2010).

In the current study, both IBI and school staff reported that a transition plan was used and implemented, which is in accordance with prior research (e.g., Brandes et al., 2007). Literature suggests that when a written transition plan is used and each member of the transition team has a copy, everyone is informed, involved, and prepared (Brandes et al., 2007) and the transition plan should incorporate information such as a timeline, roles and responsibilities of the members of the transition team, and evaluations of the child (Fox, Dunlap, & Cushing, 2002). On the other hand, in the current study, the transition plan was not always signed by both IBI and school staff. Even though signing the transition plan is not necessarily a requirement of the Connections for Students model, signing it does guarantee that all members of the transition team have read the transition plan, are in agreement with it, and this may enhance consistency and accountability during implementation.

4.1.1 Activities involved in transition planning. According to both IBI and school staff, transition planning activities should and did include identifying the skills necessary to succeed in the classroom, targeting these skills, discussing the challenges the child may face, adjusting behaviour protocols, having the child and family visit the school prior to transition, explain policies for inclusion, discuss continuity of programs and goals, address any challenges

the child may face, and discuss communication methods. Also, actual transition planning activities included discussing strategies for behavioural concerns, the logistics of transition, and training teachers and support staff. The most important activity according to school staff was to identify skills necessary for the child to succeed in the classroom, but it was less obvious as to what IBI staff believed were the most important activities because they endorsed many activities.

The transition planning activity of helping parents find additional community activities appropriate for their child was identified by both IBI and school staff as being least important, which suggests that IBI and school participants do not perceive helping parents find additional community activities to be part of transition planning. The parent participant was in agreement with IBI and school staff, as they reported that finding additional community activities is not ideally or actually an activity related to transition planning. Therefore, it may be up to the parents and/or guardians to seek out these community activities on their own or through consultation with community service coordinators or case managers.

4.1.2 Collaboration and cooperation in transition planning. With regard to who should be involved in transition planning, there was general agreement that IBI senior therapists and/or supervisory psychologists, IBI transition coordinators, parents, receiving teachers, EAs, principals, IBI ASD school district consultants, and school board autism team members should participate. It is important to note that teachers may not initially be members of the transition team, because school staff reported that classroom teachers are generally only notified 2 to 4 months prior to the placement of the child. If transition planning commences 6 months prior to the placement, as recommended by the Connections for Students model and the 6-month internal transition at CCR, then the actual receiving teacher may not be an active member of the transition team from the beginning.

There was disagreement between IBI staff and school staff regarding the involvement of school board personnel. The majority of IBI staff reported that school board personnel should and do participate, whereas school staff were not in agreement. Two school participants identified special education coordinators for the school boards as actually participating and therefore, there may have been involvement of school board personnel. Also, there may have been confusion about the role of the school board ABA expert, especially since some boards, such as those in smaller communities, may not receive enough funding to have a single person who is responsible for ABA. School board personnel may have broader roles and subsequently, work with other children who do not have ASD. The fact that school staff did not endorse the involvement of school board personnel could have been a result of a lack of communication about the roles and responsibilities within the transition team and school board personnel involvement may not have been clearly outlined.

School staff reported that there should be greater involvement of frontline staff (e.g., receiving teacher, EA) that directly work with the children who are transitioning. In fact, greater involvement of frontline staff was a theme in the open-ended questions of the TPQ, as many school participants explained that there was actually minimal participation of frontline workers, such as special education teachers, on the transition team. Participants mentioned that they felt there was a lack of communication with these individuals and in turn, they may not have had the same transition experiences. This may have been further supported by the parent and/or guardian's responses to the open-ended questions of the TPQ. This parent was concerned that the EA who was directly working with their child in the classroom was not as informed about the child's programming and subsequently, this participant felt as though their child lost some ability to concentrate post-transition. Even though this was only the case with one parent, this along

with the request of school staff in this study to increase the involvement of frontline staff, stresses the importance of ensuring that frontline staff, especially EAs, participate in the transition process and are informed throughout.

Participants also reported that other relevant professionals should and generally did participate in transition planning. These professionals included special education teachers, instructor therapists, Speech-language Pathologists, Occupational Therapists, Physiotherapists, and community support workers. Participation of other professionals suggests that the transition process in the North region maintains a multidisciplinary component in the composition of their transition teams, which would ultimately help to support a seamless transition in ways that may not be considered by IBI and school staff. Unfortunately, regulated professionals who were members of a transition team (e.g., Physiotherapists) were not recruited for the current study.

Even though there was no significant difference in the beliefs of collaboration and cooperation in the transition process, this was the largest discrepancy found between IBI and school staff in Levy and Perry's (2008) study. In their study, IBI and school staff had varying views on the amount of involvement and communication within each group, even though open communication is recommended in the literature (e.g., Leyser & Kirk, 2004; MCYS & MEDU, 2010; Stoner et al., 2007). In the current study, both groups reported that there was information shared and received about the characteristics and functioning of the child and the environment to which the child was transitioning, and there was ongoing support throughout the whole process. Since Levy and Perry's (2008) study was conducted pre-implementation of the Connections for Students model, the results of the current study may have been influenced by its implementation because the model clearly encourages teamwork and collaboration between the AIP and school boards.

4.1.3 Parent involvement. The involvement of parents and/or guardians was deemed important to successful transitions by both IBI and school staff, which is encouraging because parent involvement in the transition process is essential to successful transitions (Bailey, 2011; Brandes et al., 2007; Janus et al., 2007). Even though both IBI and school staff held strong beliefs towards the inclusion of the family in the transition process, in terms of transition beliefs, IBI staff were more strongly in favour of the inclusion and participation of parents and/or guardians. This is not to say that school staff did not believe that parents and/or guardians should be involved, but IBI staff simply felt more strongly.

IBI staff having stronger beliefs about the involvement of parents and/or guardians is in agreement with the fact that IBI, as mandated by the MCYS, must include the child's family while the child is receiving support (MCYS, 2006). To the author's knowledge, parental involvement is not mandated in public schools in Ontario, but the MEDU does strongly encourage parental involvement in a wide range of activities related to their child's education (e.g., help with homework, meeting with teachers, volunteering on school trips, being members of school councils; MEDU, 2005). Furthermore, each school board is required to have a Parent Involvement Committee (PIC) to encourage parents in becoming involved in their child's education. Parents who are members of the PIC help facilitate parental involvement by providing information and advice on ways of engaging and communicating with parents (MEDU, 2005). It is important to note that parental involvement is not a requirement for children to be educated in Ontario.

Regarding the transition practices reported by IBI and school staff, parents and/or guardians generally did participate in the transition process (e.g., invited to meet IBI and school staff, visit the classroom, participate in meetings, having their concerns addressed). Furthermore,

the parent participant explained that they felt accepted, encouraged, informed, and as though they were an important part of the transition team, which is encouraging. These results are in contrast to Levy and Perry (2008), who found that both IBI and school staff believed that parents should be involved in transition planning but in actuality, it was not always the case. In particular, they found that fewer school staff reported actual parental involvement compared to IBI staff.

The results of the current study are also in contrast to the general literature on the involvement of parents in programs and agencies that provide services to children with ASD. Historically, parents and/or guardians have reported feeling excluded and have experienced difficulty gaining information from professionals who work with their child (Brown, Ouellette-Kuntz, Hunter, Kelley, & Cobigo, 2012; Sansosti 2008). Therefore, because both IBI and school staff in the current study reported that parents and/or guardians generally participated in the transition process, the Connection for Students could have facilitated an increase in the involvement of family members in the transition process.

4.2 Post-Transition

After a child has been transitioned into an inclusive setting, there are various activities that take place. An IPRC is usually formed to support the creation of an Individualized Education Plan (IEP) for the child to succeed in the school setting. Post-transition, school staff continue to monitor the child's progress in order to access appropriate supports in the school setting and from the IBI program that the child transitioned from (MCYS & MEDU, 2010). The following section will examine the responses from IBI and school staff regarding the transition activities that took place post-transition.

4.2.1 IPRC meetings and IEP development. According to IBI and school staff, parents, receiving teachers, and principals generally participated in IPRC meetings; however, IBI

program staff were noticeably absent. An IPRC is composed of at least three people; one of whom is a principal or supervisor of the board (MEDU, 2007b) and therefore, IBI program staff are not required to participate in IPRC meetings. On the other hand, the specialized training of IBI program staff concerning children and youth with ASD and knowledge of ABA strategies could be beneficial for determining the child or youth's strengths and weaknesses and what placement and supports would benefit the student, but this should be reserved for qualified IBI program staff, such as a psychologist.

Once a child is identified as an "exceptional pupil" by the IPRC, an IEP is developed to individualize the child's school programming to facilitate the child's learning and success in the classroom (MEDU, 2007b). IBI and school staff differed in their perspective of when the IEP is generally developed. IBI staff reported that the IEP is developed 2 to 4 months post-placement of the child in the classroom, whereas the majority of school staff and the parent participant reported that it was created prior to the child being placed in the classroom. Because IBI program staff were generally absent from IPRC meetings, it is difficult to gauge whether or not IEPs are generally developed prior to the placement of the child.

4.2.2 Support from IBI post-transition. According to IBI and school staff, as well as the parent participant, IBI program staff did continue to provide support to both school staff and parents post-transition of the child to the classroom, which is contradictory to Levy and Perry (2008), who found that only a small number of participants reported that IBI continued to provide support to parents post-transition and were available to answer questions to the school. The results of the current study are in accordance with the Connections for Students model, where it is recommended that the transition team provide support to parents and the school for approximately 6 months post-transition (MCYS & MEDU, 2010). Therefore, the results of the

current study may signify how the Connections for Students model has facilitated continued support for school staff and parents and/or guardians.

Concerning supporting school staff in particular, IBI program staff were reported to be available to answer questions, and did communicate about the child's progress and potential problems the child may face. On the other hand, IBI staff did not consistently visit the classroom post-transition to provide assistance or consult regarding behaviour management even though the majority of school staff endorsed these items, which is also contradictory to month 5 of CCR's 6-month internal transition. In this month of CCR's internal transition, the instructor therapist and senior therapist coach the teacher and educational assistant on the child's individual programming from IBI to ensure there is consistency between the settings in terms of what has been shown to help the child learn. It is possible that IBI participants did not consider the 6-month internal transition to be part of the Connections for Students model. Also, IBI therapists at CCR are assigned to new children after month 6 of the transition and some participants may not have been aware of the level and type of support provided to school staff.

With regard to supporting parents and/or guardians post-transition, IBI staff reported that they primarily provided parent training and conducted parent information sessions. Even though IBI staff did not report that they continue to provide IBI programming once the child is in school, the MCYS now funds the option of receiving ABA community services. Therefore, children with ASD can continue to access ABA services and supports, even if they have already been discharged from IBI.

The ABA-based services and supports now funded by the MCYS are intended to help more children and youth with ASD (MCYS, 2011). Using the strategies of ABA, these services attempt to facilitate the development of skills and improve functioning in behaviour

management/emotional regulation, communication, social and interpersonal functioning, and daily living (MCYS, 2011). This program is intended to target skills that are of the highest priority because services are only provided for two to six months, for approximately two to four hours per week. Even though the frequency and intensity can vary depending on the needs of the child, it is not intensive or long-term in nature and is not intended not replace IBI. To be eligible, children and youth must be under the age of 18, have a diagnosis of ASD, and require support in skill development to improve their quality of life in the community. Children and youth are still eligible to access these ABA services, even if they are already accessing other services and supports (e.g., IBI). Children and youth may be referred by parents and/or professionals (e.g., family physician, psychologist, occupational therapist, social worker, nurse), and may be referred again post-discharge from IBI if there are new skills to target or to further expand upon the skills learned. Therefore, even though programming from IBI is generally not provided post-transition, parents and/or guardians now have the option of accessing further ABA-based services for their child.

4.3 Inclusion

Inclusion is the concept of providing students with disabilities the opportunity to be educated with typically developing peers, regardless of their strengths and needs (Ashby, 2010; Bailey Jr. et al., 1998; Burge et al., 2008; Levy & Perry, 2008; McGregor & Campbell, 2001; Mesibov & Shea, 1996; Odom, 2000; Porter, 2008), to engage with peers their own age, and to participate in social and communal activities (McGregor & Campbell, 2001; Porter, 2008). In the current study, there was no significant difference between IBI and school staff in terms of their attitudes towards inclusion, which is encouraging because strong and positive beliefs about inclusion could only help with further understanding and acceptance of children with ASD.

Furthermore, IBI and school staff had relatively similar views on inclusion, as evidenced by their responses to the open-ended questions on the TPQ, which were inline with the concept of inclusion from prior literature (e.g., McGregor & Campbell, 2001; Porter, 2008). Themes that emerged when participants were asked what was important to support inclusion of students with ASD included commitment to inclusion and understanding ASD and ABA, planning for having a child with ASD in the classroom, increasing the child's participation in school activities, and supporting the child and school staff with the appropriate supports and accommodations.

School staff reported that inclusion is indeed occurring for children with ASD post-transition in the North region. Children with ASD were observed to play with children in their class at recess, and participate in class field trips, school assemblies, specialty programs such as art and gym, and in after school activities. These results are especially hopeful considering one of the goals of transitioning a child from IBI to school is for the child to be included in the school system and community (e.g., MCYS & MEDU, 2010). Therefore, in the current study, children with ASD were reported to be receiving the same opportunities in the classroom as typically developing students. It is important to note that these results may only be specific to the North region, as inclusion was not measured directly.

To further demonstrate that inclusion is occurring in the Northern region of Ontario is the fact that there was no significant difference in beliefs about children with ASD having the necessary pre-requisite skills, nor did pre-requisite skills emerge as a benefit to successful transitions, even though research has suggested otherwise (Brandes et al., 2007; Hundert, 2009; Janus et al., 2007). Even though appropriate social behaviour, self-care, motivation, problem-solving, academic skills, task-related behaviour, communication (Brandes et al., 2007), ability to learn and work independently, participate in class, follow routines and instructions, and the

ability to self-regulate (Hundert, 2009) are all important skills and abilities recommended to help children with ASD succeed and thrive in a school setting, responses from IBI and school staff in the current study suggest that it is more important for the receiving school to be aware of the unique strengths and needs of the child, as opposed to facilitating the learning of these skills prior to the transition. These results could be related to the fact that in Ontario, all students have the right to be educated in public school, regardless of their strengths and needs (e.g., *Bill 82* and *PPM-140*). Therefore, even though the child's skills and abilities are discussed during transition planning, as reported by both IBI and school staff, the development of those skills are not necessarily emphasized in transition planning.

Furthermore, due to the unreliability of the individualization subscale on the TBI, it is difficult to comment on IBI and school staff's perceptions of individualizing the transition, which is an inclusionary practice. On the TPQ, participants did report that they discussed the strengths and needs of each student, which suggests that individualization of the transition took place. On the other hand, it was surprising that individualization did not emerge as a consistent theme, especially in the open-ended questions of the TPQ, considering it is at the heart of the Connections for Students model (MCYS & MEDU, 2010), is recommended in the literature (e.g., Simpson et al., 2011), and by the PAT (2010).

4.4 Limitations

A limitation of the current study is the generalizability of the results. Even though it was the intention to examine the transition process in Northern Ontario, the results might only be generalizable to the North Region AIP and might not be representative of all AIPs in Ontario. Also, the results may not be generalizable to the rest of Canada because Ontario publically funds services for children and youth with ASD, and policies and procedures can vary from province to

province. For example, in British Columbia, the province provides families with varying amounts of funding depending if their child is under or over the age of 6 (Madore & Paré, 2006), which is not the case in Ontario. The Connections for Students model is specific to Ontario, but similar services may be offered elsewhere.

Another limitation of the current study is the lack of parent participation and ergo, their perspective of the transition process. Even with a rigorous recruitment strategy, only one parent and/or guardian participated, which could be the consequence of certain parental characteristics. For example, parents of children with ASD tend to experience increased parental stress (Hayes & Watson, 2013; Weiss, Cappadocia, MacMullin, Viecili, & Lunskey, 2012), which could make it difficult to participate due to having to balance many other factors involved with raising a child or youth with ASD. Also, the time of data collection was perhaps not convenient for parents to participate (e.g., data collection occurred during the school year). To mediate these characteristics, it is recommended that future research specifically target the recruitment of parents and/or guardians and attempt to make it as easy as possible for them to participate. In the current study, once the questionnaires were made available online or offered verbatim over the phone, there was an increase in parental participation. Furthermore, it may be beneficial to ask parents and/or guardians to complete the questionnaires during transition team meetings; this way, parents and/or guardians will not have to complete the questionnaires on their own time.

Also, there were other members of transition teams who were not recruited, such as Speech-language Pathologists and Physiotherapists, because there was only an IBI and school version of the TPQ. A parent version of the questionnaire was created, but for the scope of this study, a TPQ for other professionals was not possible. Consequently, it is difficult to generalize the perceptions of IBI and school staff to the entire transition team without attaining the perspective

of all members. Therefore, the results should be interpreted as the beliefs and experiences of IBI and school staff in the North Region AIP.

Finally, specific aspects of the measures used became a limitation as the study progressed. First, the reliability of the TBI was examined in the current study to determine whether or not the subscales were measuring different constructs. Even though items on the TBI appeared to have face validity (e.g., “There are no prerequisite skills a child with autism should have before transitioning into the school system” on the Pre-requisite subscale), some items negatively affected the reliability of the subscales. The items that negatively affected Cronbach’s α were subsequently dropped from the subscales, however, revisions to the TBI may be necessary for future research. The relatively small sample size could have impacted the reliability of these subscales and future studies should therefore attempt to recruit a greater number of participants to support improved reliability on the subscales of the TBI. Secondly, the TBI does not provide a cut-off score for the strength of transition beliefs. For example, it was only possible to compare whether or not one group had stronger beliefs because it was unknown exactly what a mean score signified.

4.5 Recommendations for Clinical Practice

The results of the current study highlighted certain strengths and benefits of the transition process, which were aligned with recommendations made by the PAT (2010) in their initial observation of the implementation of the Connections for Students model. Furthermore, participants in the study made note of certain recommendations that in their opinion, would benefit the transition process. Based on the results, the findings point to a need for open communication, early and consistent planning, training, and encouragement of parental involvement.

With regard to having open communication, as per IBI and school staff responses in the current study, it is essential that the whole transition team is aware and in agreement with the transition plan and roles and responsibilities. Being in agreement with the transition plan, including the outlined roles and responsibilities, is especially important because they can change throughout the transition process. For example, an instructor therapist may initially be involved, but as outlined by the 6-month internal transition at CCR, they may not be involved in the final 6 months of transition. This recommendation has been further supported in the literature, which has recommended that all members of the transition team be encouraged to connect with each other to ensure continuity of services and information (Bailey, 2011; Janus et al., 2007; PAT, 2010), which is “vital for successful implementation of Connections for Students” (PAT, 2010, p. 3).

Furthermore, based on the results of the current study, it is recommended that the transition plan, including the outlined roles and responsibilities, be shared with not only the official members of the transition team, but also with frontline staff (e.g., EAs and instructor therapists) who work directly with the child. As per the recommendation of school participants and the parent participant in the current study, these individuals directly apply the recommendations of the transition team and could be a factor in whether or not the transition is successful. Including frontline staff could result in increased knowledge exchange, as they would possibly feel more open and comfortable in bringing forth concerns and problems as they arise throughout the transition, which could only benefit the process.

Even though it did not emerge as an issue in the current study, regular transition team meetings could be difficult due to schedules, transportation, the size of the catchment area, and personal circumstances (PAT, 2010). Factors such as transportation and size of the catchment

area are especially relevant to transitions in the North region and therefore, to help plan for regular meetings, the PAT (2010) recommends pre-scheduling meetings, being creative with time and location, ensure the team lead can regularly attend, offer alternative means of communication such as teleconferencing, and providing the necessary paperwork prior to the meeting. Furthermore, notes should be taken at every meeting and forwarded to the members of the team.

With regard to transition planning, based on the results of the current study, it should occur both early and consistently throughout the transition process. Planning is important because, as IBI and school staff suggested, planning helps to facilitate not only successful transitions, but also successful inclusion of the child in the school. For early planning, as soon as a child is identified as being a candidate for discharge, the team should be created and a transition plan should be outlined. All necessary professionals should be incorporated on the team as early as possible, including the receiving teacher if they have already been identified, and relevant frontline staff because they may be able to provide important information that could be relevant to the transition plan.

Training emerged as an important aspect of transition planning; IBI and school staff suggested that as the transition process moves forward, the team should plan for training of members of the team in ASD and ABA to ensure that all members are on the same page. As suggested by IBI and school staff in the current study, it may be beneficial to provide training on ASD and ABA, for not only the transition team, but also for typically developing peers and professionals in the school who may not be directly involved in the education of these children (e.g., administration). This training could further support continuity of ABA programming in the

classroom and acceptance and understanding by both professionals and peers. A plan for training can thus facilitate the inclusion of children with ASD.

The importance of training is inline with the current transition literature (Early et al., 2001; Hanson et al., 2000; Janus et al., 2007). It has been suggested that all members of the transition team should have adequate knowledge of ASD and ABA or should attain training to gain this knowledge (PAT, 2011), and should have the necessary skills to implement evidence-based programs and supports for children with ASD (Simpson et al., 2011). Professionals who work with children and youth with ASD may be lacking this specific training, which can make it difficult to implement a transition plan if professionals are unable to follow through due to lack of training (Dymond et al., 2007). Professional development is therefore essential to the success of the transition. To help plan for training, the PAT (2011) has suggested that it might be beneficial to prepare a training package to help school staff in welcoming and supporting the child or youth with ASD. This training package could include information about the child, ASD, ABA, as well as recommended modifications and assistive technologies.

IBI and school staff in the present study stressed the importance of ensuring that families are encouraged to participate in the whole transition process. Specifically, a lack of parental involvement was deemed a barrier to successful transitions. Thus, it is recommended that transition teams pay particular attention to the level of parental involvement throughout the whole transition process. Parents and/or guardians are the ultimate decision makers and they should feel comfortable enough to participate and communicate their opinions and concerns. It will be important for the transition team to ensure that the parents and/or guardians are knowledgeable about the transition of their child and that they feel as though their concerns are addressed.

According to the transition literature, parents and/or guardians may be hesitant to participate or feel disconnected because they feel unfamiliar with the process and/or are not provided with the opportunity to participate (PAT, 2011). Therefore, they may find the transition especially stressful. It is fundamental that transition teams encourage and support parent and/or guardian involvement and should reduce any possible barriers to their engagement (PAT, 2011). To help encourage their participation, the PAT has recommended that the transition team provide parents and/or guardians with the necessary tools and information by providing training, using common language, ensuring they understand their important role in the process, and informing parents and/or guardians about the Connections for Students model in general (PAT, 2011).

Finally, it may be worthwhile to note that the size of the catchment area could be a factor in transition planning. The PAT (2011) has made specific recommendations for AIPs who are situated in large geographical areas, such as the large catchment area of CCR. Being situated in a large geographical area means that some school boards may have long lapses in time where they do not participate in transitioning a child with ASD from IBI to school and therefore, may not be as knowledgeable about the Connections for Students model. Having time between transitions should not obstruct the school board's ability to be ready for transitions and they should continue to maintain well-trained staff (PAT, 2011). During these periods of time between transitions, school boards should be provided with learning opportunities about the Connections for Students program in general, be connected with other school boards who have experience with the program, should identify one staff member who is knowledgeable with the program, and they should maintain compliance with *PPM-140* (PAT, 2011). Therefore, it is beneficial for both AIPs and school boards to work together in ensuring they are ready for transitions, even if not actively using the Connections for Students model.

4.6 Considerations for Future Research

To accurately understand the whole transition experience, future research should strive to capture the beliefs and experiences of parents and/or guardians, especially because they play a major role in the process (Connor, 1999; MCYS, 2006; MEDU, 2007a; Stoner et al., 2007). To facilitate recruitment of parent and/or guardian participants, future studies should attempt to recruit more than one parent and/or guardian from the transition team (e.g., if both parents participate on the transition team). Because the parent and/or guardian perspective is lacking in the transition literature, qualitative methods such as interviews could provide an additional understanding of their experience with the transition because responses would not be constrained by the tools used; parents and/or guardians could explain their experiences in a narrative form and wouldn't have to fit their experience into checked boxes on a questionnaire. Furthermore, parents and/or guardians may want to elaborate on certain aspects of their experiences and therefore, qualitative means such as interviews could allow the flexibility to explore areas of their experience that are not necessarily planned.

Also, the TPQ could be revised to accommodate answers from other professionals who do not necessarily fit into the category of IBI program or school staff. Future research should consider creating a version of the TPQ for “other members of the transition team” and could incorporate general questions about the transition process. If a future version of the TPQ is created to accommodate other professionals and consequently, are able to recruit more participants per transition team, it may be possible to explore whole transition teams, as case units who report on the same transition process.

The current study utilized questionnaires to gain the perspective of members of the transition teams who help transition children with ASD from IBI to school in Northern Ontario.

Unfortunately, it was not feasible to conduct direct measurement of how successful the transition was for children with ASD, beyond asking the parents and/or guardians how their child is functioning post-transition. Future research should consider measuring the functioning of the child or youth post-transition and establish whether or not they are benefitting from both the transition and being included in the school environment. Possible domains that could be explored includes academic achievement, adaptive functioning, social interaction, and level of inclusion.

Finally, future research should consider exploring the lived experience of families of children with ASD post-transition. Previous research has suggested that increased stress and mental health problems are related to raising a child with ASD (Abbeduto et al., 2004; Hayes & Watson, 2013; Weiss et al., 2012; Zablotzky, Bradshaw, & Stuart, 2013) and with having to navigate services for their child (Tobin et al., 2012). Future research could explore how family functioning in terms of level of stress, perceived ability to parent a child with ASD, and mental health functioning change post-transition by using both quantitative (e.g., questionnaires) and qualitative methods (e.g., interviews).

Mixed-methodological studies (i.e., using both quantitative and qualitative research methods) have become increasingly popular (Bryman, 2006) because mix-methodology maximizes the strengths and minimizes the weaknesses of both modalities of research (Johnson & Onwuegbuzie, 2004). Future research should consider using mixed methodology because it can be used to answer research questions in many ways, without being limiting in nature (Johnson & Onwuegbuzie, 2004). Because the transition from IBI to school for children with ASD incorporates a wide array of professionals and parents and/or guardians, a mixed-methodology would strengthen the research base on this type of transition, as the experience of each team member would be brought to light in different ways. In the current study, only a

certain degree of elaboration was attained from the open-ended questions of the TPQ, which may have restricted the thematic analysis. Future research should consider incorporating the use of interviews and/or focus groups to allow for further identification and clarification of factors that were important to the transition experiences of participants.

4.7 Conclusion

In conclusion, this study has added to our understanding of how the transition of children and youth from IBI to school is occurring in Northern Ontario. The current study has demonstrated that the transition process in the North region AIP is indeed occurring as outlined by the Connections for Students model (MCYS & MEDU, 2010) and improvements appear to have been made compared to the results of a similar study (i.e., Levy & Perry, 2008). In particular, according to IBI and school staff, there is greater cooperation and collaboration, as evidenced by increased communication, ongoing support, and increased family involvement, which were both goals of the Connections for Students model (MCYS & MEDU, 2010). What is encouraging about the results of this study is the observation that inclusion is occurring in the North region. Children and youth with ASD are participating in the school community and are given the same opportunities as typically developing peers. As a recommendation, participants stressed the importance of planning, training, communication, mutual understanding, and involving parents and/or guardians and frontline staff in transition planning and implementation. Overall, the results of this study suggest that according to IBI and school staff, the transition from IBI to school for children with ASD in Northern Ontario is generally occurring as outlined by both North region AIP and the Connections for Students model.

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Appendix A

Transition Beliefs Inventory: Revised

The Transition Beliefs Inventory is designed to ascertain what elements you believe are important to the transition process.

Please indicate your agreement with the following statements

***SD** =Strongly disagree **D** =Disagree **N**=Neither agree/disagree **A** =Agree **SA**=Strongly agree*

- | | | | | | |
|--|----|---|---|---|----|
| 1. I feel that it is important for success in the classroom that the child display social behaviours before making a transition (i.e., playing with peers, imitating peer actions, expressing emotions, affection and feelings appropriately, etc). | SD | D | N | A | SA |
| 2. The participation of parents should be welcomed and encouraged in discussing transition issues. | SD | D | N | A | SA |
| 3. The more information shared between school staff, IBI staff and parents, the smoother the transition for all involved. | SD | D | N | A | SA |
| 4. I believe most children with autism are unlikely to benefit from the regular classroom environment. | SD | D | N | A | SA |
| 5. It is important to know what motivational systems (i.e. reinforcers) work best for a particular child in order to translate these into the classroom. | SD | D | N | A | SA |
| 6. I believe that important “survival skills” for a child with autism transitioning into the school system are the ability to follow classroom rules and routines (i.e., lining up appropriately, sitting appropriately, reacting appropriately to changes in routines, etc.). | SD | D | N | A | SA |
| 7. In designing the transition plan the specific concerns and needs of the family should be addressed as much as possible. | SD | D | N | A | SA |
| 8. Planning for transition should begin as early as possible before the child is in the classroom. | SD | D | N | A | SA |
| 9. It is important to have a recent psychological assessment for a child in order to set developmentally appropriate goals. | SD | D | N | A | SA |
| 10. Parents of children with autism may have unrealistic expectations about the school system. | SD | D | N | A | SA |
| 11. I believe that the inclusion should extend beyond placing a child in a regular classroom (should include one or more of the following, the child | SD | D | N | A | SA |

should be included in field trips, after-school activities, sports leagues)

- | | | | | | |
|--|----|---|---|---|----|
| 12. In planning for transition, it is important to address the individual strengths and weaknesses of the child. | SD | D | N | A | SA |
| 13. I think it is important to involve IBI program staff in the transition process. | SD | D | N | A | SA |
| 14. In order to make a successful transition, the child should be able to control most aggressive behaviours towards him/herself or others (i.e., no self-injurious behaviour, no hitting or biting, etc.). | SD | D | N | A | SA |
| 15. The goal of inclusion is to prepare children with autism for participation in life in the community. | SD | D | N | A | SA |
| 16. I believe it is the right of every child, regardless of their diagnosis or behavioural profile, to be educated in a regular classroom. | SD | D | N | A | SA |
| 17. Prior to transition, there should be the opportunity for IBI, school personnel and parents to discuss and plan for the transition process. | SD | D | N | A | SA |
| 18. There are no prerequisite skills a child with autism should have before transitioning into the school system. | SD | D | N | A | SA |
| 19. Success of transition is dependent on the compatibility of the child and the classroom environment. | SD | D | N | A | SA |
| 20. I feel that it is important to involve the parents in the transition process. | SD | D | N | A | SA |
| 21. Prior to transition, there should be the opportunity for IBI program staff to visit the prospective classroom. | SD | D | N | A | SA |
| 22. Integration of children with autism into schools provides the opportunity for these children to further develop their social skills in a more socially responsive and facilitative environment. | SD | D | N | A | SA |
| 23. I believe that it would be beneficial to create an all-purpose transition plan that would be applied to all children with autism transitioning into the school system. | SD | D | N | A | SA |
| 24. In order to have a successful transition, it is important for the IBI program to teach the child with autism basic academic skills (e.g., one or more of the following, identifying letters and numbers, colours and shapes, printing letters and numbers, etc.) prior to making the transition. | SD | D | N | A | SA |
| 25. Parents should have the final say about their child's program and | SD | D | N | A | SA |

placement.

- | | | | | | |
|--|----|---|---|---|----|
| 26. The particular communication system used by the child prior to school entry may not be feasible to use in the classroom. | SD | D | N | A | SA |
| 27. Prior to transition there should be the opportunity for school staff to observe and work with the child with autism in the IBI program. | SD | D | N | A | SA |
| 28. I believe that important “survival skills” for a child with autism transitioning into the school system are the ability to display task-related behaviours (i.e., finding materials needed for a task, completing a task on time, replacing materials and cleaning up work spaces, performing required task without disrupting peers, etc.). | SD | D | N | A | SA |
| 29. Parent involvement often hinders the transition process. | SD | D | N | A | SA |
| 30. School staff have the necessary skills to aid in the transition of children with autism without the aid of IBI program staff. | SD | D | N | A | SA |
| 31. It is beneficial for the child with autism to be included in the typical classroom. | SD | D | N | A | SA |
| 32. It is important for the IBI program to have taught the child with autism basic self-help skills (i.e., toilet trained, feeding self-independently, avoiding obvious dangers, etc.) in order to facilitate a successful transition. | SD | D | N | A | SA |
| 33. Given that it is difficult for most parents to understand “the system”, it is better for most decisions to be made by informed professionals. | SD | D | N | A | SA |
| 34. IBI program staff should not come into the classroom after the child has transitioned into the school system. | SD | D | N | A | SA |
| 35. It is beneficial for the other children in the classroom to have the opportunity to interact and learn with a child with autism | SD | D | N | A | SA |
| 36. Communication behaviours are important “survival skills” that IBI programs should teach a child with autism before he/she transitions (i.e., communicating own needs and wants appropriately, understanding/following instructions, etc.). | SD | D | N | A | SA |
| 37. Children with autism may have unusual interests and these can often be incorporated into their school program to enhance their motivation. | SD | D | N | A | SA |
| 38. Prior to transition, there should be the opportunity for IBI program staff to visit the prospective classroom. | SD | D | N | A | SA |

39. It is better for most decisions to be made by the parents.

SD D N A SA

L'Inventaire des Croyances de Transition: Révisé

L'inventaire des croyances de transition est conçu afin de vérifier les éléments que vous croyez important au processus de transition.

Veillez indiquer votre accord quant aux énoncés suivants

***TD** = tout à fait en désaccord **D** = plutôt en désaccord **N** = ni en accord/désaccord **A** = plutôt en accord **TA** = tout à fait en accord*

- | | | | | | |
|--|----|---|---|---|----|
| 1. Je pense que c'est important pour la réussite dans la salle de classe si l'enfant démontre un comportement social avant la transition (ex. jouer avec ses pairs, imiter les gestes de ses pairs, exprimer des émotions, de l'affection et des sentiments de façon appropriée. | TD | D | N | A | TA |
| 2. La participation des parents devrait être bien accueillie et encouragée pour discuter des questions de transition. | TD | D | N | A | TA |
| 3. Le plus d'information qui est partagée entre le personnel scolaire, le personnel de IBI et les parents, meilleure sera la transition pour tous. | TD | D | N | A | TA |
| 4. Je crois que la plupart des enfants atteints d'autisme ne bénéficieront pas dans un environnement de classe régulière. | TD | D | N | A | TA |
| 5. Il est important de connaître le système de motivation (ex. renforts) qui fonctionnerait mieux avec un enfant en particulier afin de les transférer dans la salle de classe. | TD | D | N | A | TA |
| 6. Je crois que les « habiletés de survie » importantes pour un enfant atteint d'autisme et qui fait la transition vers un système scolaire sont les habiletés de suivre les règlements et la routine dans la salle de classe (ex. se mettre en ligne, s'asseoir correctement, réagir de façon appropriée aux changements de routine et autres). | TD | D | N | A | TA |
| 7. En créant le plan de transition, les inquiétudes et les besoins spécifiques de la famille devraient être adressés dans la mesure du possible. | TD | D | N | A | TA |
| 8. La planification de la transition devrait commencer le plus tôt possible avant que l'enfant soit dans la salle de classe. | TD | D | N | A | TA |
| 9. Il est important d'avoir une évaluation psychologique récente de l'enfant afin d'établir des objectifs appropriés au développement de ce dernier. | TD | D | N | A | TA |
| 10. Les parents d'enfants autistes peuvent avoir des attentes irréalistes à propos du système scolaire. | TD | D | N | A | TA |
| 11. Je crois que l'intégration devrait aller au-delà de mettre l'enfant dans | TD | D | N | A | TA |

une salle de classe régulière (devrait inclure un ou plus des éléments suivants, l'enfant devrait aller dans des sorties de classes, des activités parascolaires, dans les équipes sportives et autres).

12. Dans la planification de la transition, il est important d'aborder les forces et les faiblesses de l'enfant.	TD	D	N	A	TA
13. Je crois qu'il est important d'impliquer le personnel du programme de IBI dans le processus de transition.	TD	D	N	A	TA
14. Afin d'effectuer une transition réussie, l'enfant devrait être en mesure de contrôler les comportements agressifs envers lui-même ou d'autres personnes (ex. pas de comportement d'automutilation, pas de frappe ou de mordillage et autres)	TD	D	N	A	TA
15. L'objectif de l'intégration est de préparer l'enfant autiste à participer dans la vie communautaire.	TD	D	N	A	TA
16. Je crois que c'est le droit de tout enfant, peu importe son diagnostic ou son profil comportemental, d'être éduqué dans une classe régulière.	TD	D	N	A	TA
17. Avant la transition, il devrait avoir une occasion pour le personnel de l'école et du programme de IBI ainsi que les parents à discuter et à planifier le processus de transition.	TD	D	N	A	TA
18. Il ne devrait pas y avoir de préalable pour qu'un enfant atteint d'autisme puisse faire la transition dans un système scolaire.	TD	D	N	A	TA
19. Le succès de la transition dépend de la compatibilité de l'enfant et de la salle de classe.	TD	D	N	A	TA
20. Je pense que c'est important d'impliquer les parents dans le processus de transition.	TD	D	N	A	TA
21. Avant la transition, il devrait y avoir une opportunité de visite des salles de cours offert pour le employés du programme IBI.	TD	D	N	A	TA
22. Intégration des enfants autistiques dans les écoles aide le développement des aspects sociaux dans un environnement plus social.	TD	D	N	A	TA
23. Je crois qu'il serait bénéfique de créer un plan de transition qui s'applique à tous les enfants autiste transitionnel vers le système scolaire.	TD	D	N	A	TA
24. Pour faire en sorte que la transition soit réussie il est important que le programme IBI enseigne aux enfants autistiques les bases académiques (e.x. identifié les lettres et les chiffres, les formes et les couleurs, imprimé	TD	D	N	A	TA

des lettres et des numéro, etc.) avant la transition.

25. Les parents devraient avoir le dernier mot quant au programme et au placement de leur enfant.	TD	D	N	A	TA
26. Il se peut que le système de communication spécialisé utilisé par l'enfant avant son entrée à l'école ne soit pas possible dans une salle de classe.	TD	D	N	A	TA
27. Avant la transition, le personnel scolaire devrait avoir la chance d'observer et de travailler avec l'enfant autiste dans le programme de IBI.	TD	D	N	A	TA
28. Je crois que les « habiletés de survie » importantes pour un enfant atteint d'autisme et qui fait la transition vers un système scolaire sont les habiletés de démontrer des comportements reliés à des tâches (ex. trouver le matériel nécessaire pour une tâche, compléter une tâche à temps, remplacer le matériel et nettoyer son espace de travail, accomplir des tâches sans déranger ses pairs et autres).	TD	D	N	A	TA
29. L'implication du parent empêche souvent le processus de transition.	TD	D	N	A	TA
30. Le personnel scolaire a les compétences nécessaires pour aider la transition d'un enfant autiste sans l'aide du personnel du programme de IBI.	TD	D	N	A	TA
31. C'est bénéfique pour l'enfant autiste d'être inclus dans une salle de classe typique.	TD	D	N	A	TA
32. Il est important que le programme de l'IBI enseigne à l'enfant autiste les aptitudes de bases (ex. être propre, manger seul, éviter des dangers évidents et autres) afin de faciliter une transition réussie.	TD	D	N	A	TA
33. Étant donné que c'est difficile pour les parents de comprendre « le système », il est préférable de laisser la plupart des prises de décision aux professionnels.	TD	D	N	A	TA
34. Le personnel du programme de IBI ne devrait pas venir dans la salle de classe après que l'enfant a fait la transition dans le système scolaire.	TD	D	N	A	TA
35. C'est bénéfique pour les autres enfants de la salle de classe d'avoir la chance d'interagir et apprendre avec un enfant atteint d'autisme.	TD	D	N	A	TA
36. Les comportements de communication sont d'importantes « habiletés de survie » qu'un programme de IBI devrait enseigner à l'enfant autiste avant sa transition (ex. communiquer ses besoins et ses désirs correctement, comprendre et suivre des directives et autres).	TD	D	N	A	TA

- | | | | | | |
|--|----|---|---|---|----|
| 37. Les enfants autistes peuvent avoir des intérêts inhabituels et ceux-ci peuvent souvent être incorporées dans leur programme d'études pour améliorer leur motivation. | TD | D | N | A | TA |
| 38. Avant la transition, le personnel du programme de IBI devrait avoir la chance de visiter la salle de classe éventuelle. | TD | D | N | A | TA |
| 39. Il est préférable que la plupart des décisions soient prises par les parents. | TD | D | N | A | TA |

Appendix B

Transition Practices Questionnaire – School Participants

This questionnaire has been designed to study the transition of children with autism from intensive behavioural intervention (IBI) programs into the school system. Transition is defined as the process or period during which a child with autism is moving from an IBI program into the school system. This questionnaire is divided into three sections. The first section contains questions regarding what, hypothetically, the process of transition for children with autism should entail. The second section asks you to draw on your own experience with children during the transition process. The third section asks some open-ended questions regarding this unique transition process but you are also welcome to write comments anywhere on the questionnaire.

Section A – The hypothetical transition process

1. In general, when do you think transition planning should begin?

- ☐ Less than 2 weeks prior to transition
- ☐ 2 weeks -3 months prior to transition
- ☐ 4-6 months prior to transition
- ☐ 7-12 months prior to transition
- ☐ 13-15 months prior to transition

2. Who should be involved in transition planning? *Please check all that apply*

- ☐ The IBI senior therapists, senior clinician and/or supervising psychologist
- ☐ IBI program transition coordinators
- ☐ IBI program ASD school district consultants
- ☐ Parents
- ☐ Senior school board personnel
- ☐ Member of the school board autism team
- ☐ Principal
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ Other (please specify):

3. What should be involved in transition planning? *Please check all that apply and place asterisks next to what you believe are the three most important activities involved in transition planning*

- ☐ Identify the skills necessary for the child to succeed in the school environment
- ☐ Target these skills within IBI programming
- ☐ Adjust behaviour protocols, self-help routines, etc. so they can be transferred to the school setting
- ☐ Child and the family should visit the school prior to his/her transition
- ☐ Help parents find additional community activities appropriate for their child
- ☐ School staff should be notified as early as possible of the transition of a child with autism into the school

- ☐ Explaining to the parents the school's policies for inclusion (i.e. IPRC meetings, the development of the IEP, etc.) and their rights within the school system
- ☐ IBI staff and school staff should meet to ensure the continuity of programs and goals
- ☐ IBI staff and school staff should meet to address any challenges the child may face
- ☐ IBI staff and school staff should meet to discuss communication methods
- ☐ Other:

Section B – Your experience of the transition process

If you have had direct experience/experiences with a child with autism transitioning into your classroom, please answer the following questions:

4. Roughly how many children with autism have you helped transition into the classroom: _____

5. What is your role in the school?

- ☐ Senior school board personnel
- ☐ Member of the school board autism team
- ☐ Principal
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ Other (please specify):

6. How long have you worked in this capacity: years

7. Which of the following geographic settings most closely describes your board/centre?

- ☐ 5, 000, 000 (urban)
- ☐ 250,000 (medium urban centre)
- ☐ 125, 000 (suburban)
- ☐ 62, 500 (medium suburban centre)
- ☐ 25, 000 – 5, 000 (rural)
- ☐ County

B1. Transition Planning

8. When does the classroom teacher first learn that a child with autism will be in his/her class?

- ☐ 4 months prior to transition
- ☐ 2 months prior to transition
- ☐ 1 months prior to transition
- ☐ Less then a month prior to transition
- ☐ First day of school

9. In general what kind of information do you receive about the child transitioning into your classroom? *Please check all that apply*

- ☐ File information
- ☐ Assessment and diagnosis report
- ☐ Summary of goals for the child and behaviours he/she has mastered
- ☐ No information given
- ☐ Other (please specify):

10. From whom do you receive this information from? *Please check all that apply*

- ☐ School board
- ☐ Principal
- ☐ Parents
- ☐ IBI program
- ☐ Other (please specify):

11. In general, what information is provided by the board to the IBI program about the school the child is transitioning to? *Please check all that apply*

- ☐ Size of the classroom
- ☐ Classroom composition (number of teacher, EA's, children in the classroom, etc.)
- ☐ Skills important to success in the classroom
- ☐ Daily schedule
- ☐ No information given
- ☐ Other:

12. In general, when does transition planning begin?

- ☐ Less than 2 weeks prior to transition
- ☐ 2 weeks-3 months prior to transition
- ☐ 4-6 months prior to transition
- ☐ 7-12 months prior to transition
- ☐ 13-15 months prior to transition

B2. Typical Transition Practices

To what extent do the following activities typically happen:

1 = Never at all **2** = Sometimes/partially **3** = Always/typically

NA = not applicable

13. There is advanced transition planning	1	2	3	NA
14. There is a written transition plan signed by the IBI program staff and the school staff	1	2	3	NA
15. This transition plan is implemented	1	2	3	NA
16. Parents are invited to meet with IBI staff to discuss the process of transition	1	2	3	NA

17. Parents are invited to meet with school board staff to discuss the process of transition of their child into the school system	1	2	3	NA
18. Parents are invited to meet with the classroom teacher to discuss the process of transition	1	2	3	NA
19. Parents generally attend these meetings (i.e. meetings with IBI staff, meetings with school board staff or meetings with the classroom teacher)	1	2	3	NA
20. Meeting take place between the school staff and the IBI staff prior to transition to discuss the transition plan	1	2	3	NA
21. The receiving teacher/EA observes the child in the IBI program prior to transition	1	2	3	NA
22. The receiving teacher/EA has the opportunity to work with the child in the IBI program prior to transition	1	2	3	NA
23. The IBI staff bring the child to the classroom prior to his/her transition	1	2	3	NA
24. Parents have the opportunity to visit the classroom prior to transition	1	2	3	NA
25. The IBI staff have the opportunity to visit the classroom after the child has transitioned to provide assistance	1	2	3	NA
26. There is communication between IBI staff and school staff after transition has occurred to discuss the child's progress or any potential problems	1	2	3	NA
27. In general the practical concerns of parents are addressed (i.e. concerns over their child's safety)	1	2	3	NA
28. There is communication between IBI staff, parents and school staff after transition has occurred to discuss the child's progress or any potential problems	1	2	3	NA

If you have participated in transition meetings, please answer the following questions:

28. In general, who initiates transition discussions?

☐ IBI staff

☐ School staff

☐ Parents

☐ Other: _____

29. Who participates in these discussions? *Please check all that apply*

- ☐ The IBI senior therapists, senior clinician and/or supervising psychologist
- ☐ IBI program transition coordinators
- ☐ IBI program ASD school district consultants
- ☐ Parents
- ☐ Senior school board personnel
- ☐ Member of the school board autism team
- ☐ Principal
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ Other (please specify):

30. During these meetings what is generally discussed? *Please check all that apply*

- ☐ The skills necessary for the child to succeed in the school environment
- ☐ Adjusting behaviour protocols, self-help routines, etc. so they can be transferred to the school setting
- ☐ Child and the family should visit the school prior to his/her transition
- ☐ Helping parents find additional community activities appropriate for their child
- ☐ The school's policies for inclusion (i.e. IPRC meetings, the development of the IEP, etc.)
- ☐ Ensuring the continuity of programs and goals
- ☐ Challenges the child may face
- ☐ Communication methods
- ☐ Strategies for handling behavioural concerns
- ☐ Logistics (i.e. timing, location, transportation to and from school, etc.)
- ☐ Training of teachers and support staff
- ☐ Other:

B3. Post-transition (up to six months following child's transition into the school system)

31. Who in general participates in IPRC meetings regarding children with autism?

- ☐ Parents
- ☐ IBI program staff
- ☐ Principal
- ☐ Receiving teacher
- ☐ Receiving EA
- ☐ School board personnel
- ☐ Other:

32. In general, when is a child's IEP developed?

- ☐ Prior to the child being placed in the school
- ☐ 1 month after the child was in the school system
- ☐ 2-4 months after the child was in the school system
- ☐ More than 4 months after the child was in the school system

33. In general, beyond inclusion in the classroom, what other activities do children with autism participate in? *Please check all that apply*

- ☐ Plays with the children in his/her class during recess
- ☐ Participates in class field trips
- ☐ Participates in school assemblies
- ☐ Participates in specialty programs (i.e., art classes, gym classes, etc.)
- ☐ Participates in after school activities

34. Does the IBI staff provide ongoing support to school staff after transition?

- ☐ Yes
- ☐ No

35. If so, what type of support?

- ☐ Available to answer questions
- ☐ Communication about the child's progress
- ☐ Communication about potential problems
- ☐ Visit the classroom to provide assistance
- ☐ Consultation regarding behavior management
- ☐ Other:

Section C

34. What do you think are important factors to successful transition for all concerned (the child, parents, IBI instructor-therapists, school personnel)?

35. What do you think are the barriers to transition planning between IBI programs, school personnel and parents?

36. What was it like being a member of the transition team?

37. What do you think is required for a successful inclusion of a child with autism in the school system?

38. Is there anything else you would like me to know concerning your experience with the transition process?

Thank-you very much for taking the time to complete this survey, your participation is greatly appreciated.

Questionnaire pour les participants d'écoles – Les pratiques de transition

Ce questionnaire a été conçu pour étudier la transition d'enfants atteints d'autisme d'un programme d'intervention comportementale intensive (IBI) à un système scolaire. La transition est définie comme le processus ou la période durant lesquels un enfant autiste se déplace d'un programme de IBI à un système scolaire. Ce questionnaire est divisé en trois sections. La première section contient des questions concernant ce que, en théorie, le processus de transition d'enfants autistes devrait comporter. La deuxième section vous demande vos propres expériences avec votre enfant durant la période de transition. La troisième section pose des questions ouvertes à propos de ce processus de transition unique, mais nous vous encourageons à écrire des commentaires n'importe où sur le questionnaire.

Section A – le processus de transition en théorie

1. En général, quand pensez-vous que la planification de la transition devrait commencer?

- ☐ Moins de 2 semaines avant la transition
- ☐ 2 semaines-3 mois avant la transition
- ☐ 4-6 mois avant la transition
- ☐ 7-12 mois avant la transition
- ☐ 13-15 mois avant la transition

2. Qui devrait être impliqué dans la planification de la transition? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Les thérapeutes seniors de IBI, les cliniciens seniors et/ou le psychologue
- ☐ Coordonnateur de transition de IBI
- ☐ Consultants de l'autisme du programme de IBI des districts scolaires
- ☐ Parents
- ☐ Cadre supérieur du personnel du conseil scolaire
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Autre (veuillez préciser):

3. Que devrait comprendre la planification de la transition? *Veillez cocher toutes les cases qui s'appliquent et mettez un astérisque à côté des trois activités que vous croyez les plus importantes dans la planification de la transition*

- ☐ Identifier les compétences nécessaires à l'enfant pour réussir dans le milieu scolaire
- ☐ Cibler ces compétences dans la programmation de IBI
- ☐ Adapter les protocoles de comportement, les routines autonomes et autres afin qu'il puisse être le transférer dans un milieu scolaire
- ☐ L'enfant et la famille devraient visiter l'école avant la transition
- ☐ Aider aux parents de trouver des activités communautaires supplémentaires appropriées à leur enfant

- ☐ Le personnel scolaire devrait être informé le plus tôt possible de la transition d'un enfant autiste à leur école
- ☐ Expliquer aux parents les politiques de l'école pour l'intégration (réunions du IPRC, le développement du IEP et autre) et de leurs droits au sein du système scolaire
- ☐ Le personnel de IBI et le personnel de l'école devraient se rencontrer afin d'assurer la continuité des programmes et des objectifs
- ☐ Le personnel de IBI et personnel de l'école doivent se rencontrer afin de relever les défis que l'enfant pourrait avoir
- ☐ Le personnel de IBI et personnel de l'école doivent se rencontrer afin de discuter des méthodes de communication
- ☐ Autre:

Section B – Votre expérience dans le processus de transition

Si vous avez eu de l'expérience ou des expériences dans la transition d'un enfant atteint d'autisme dans votre salle de classe, veuillez répondre aux questions suivantes :

4. Environ combien d'enfants atteints d'autisme avez-vous aidés dans la transition dans une salle de classe: ____

5. Quel est votre rôle dans l'école

- ☐ Cadre supérieur du personnel du conseil scolaire
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Autre (veuillez préciser):

6. Depuis combien de temps travaillez-vous dans ce poste: ____ ans

7. Lesquelles des paramètres géographiques représentent mieux votre conseil/centre?

- ☐ 5 000 000 (urbain)
- ☐ 250 000 (moyen centre urbain)
- ☐ 125 000 (suburbain)
- ☐ 62 500 (moyen centre suburbain)
- ☐ 25 000 – 5 000 (rural)
- ☐ Comté

B1. Planification de la transition

8. À quel moment est-ce l'enseignant se fait dire qu'il aura un enfant autiste dans sa salle de classe?

- ☐ 4 mois avant la transition
- ☐ 2 mois avant la transition
- ☐ 1 mois avant la transition
- ☐ Moins d'un mois avant la transition
- ☐ 1^{ère} journée d'école

9. En général, quel genre d'information avez-vous reçue concernant la transition d'un enfant dans votre salle de classe? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Information du dossier
- ☐ Rapport d'évaluation et du diagnostique
- ☐ Sommaire des objectifs de l'enfant et des comportements dont l'enfant a maîtrisés
- ☐ Aucune information n'a été donnée
- ☐ Autre (veuillez préciser):

10. De qui recevez-vous cette information?

- ☐ Le conseil scolaire
- ☐ Directeur de l'école
- ☐ Parents
- ☐ Programme de IBI
- ☐ Autre (veuillez préciser):

11. En général, quelle information vous a été transmise par le conseil au programme de IBI concernant l'école dont l'enfant sera transférée? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Taille de la classe
- ☐ La composition de la classe (nombre de professeurs, éducateur (EA), les élèves dans la salle de classe et autres)
- ☐ Compétences importantes quant au succès de la classe
- ☐ Horaire de la journée
- ☐ Aucune information n'a été donnée
- ☐ Autre:

12. En général, quand est-ce que la planification de la transition commence?

- ☐ Moins de 2 semaines avant la transition
- ☐ 2 semaines-3 mois avant la transition
- ☐ 4-6 mois avant la transition
- ☐ 7-12 mois avant la transition
- ☐ 13-15 mois avant la transition

B2. Pratiques de transition typiques

Dans quelle mesure est-ce que ces activités ont lieu:

1 = Jamais **2** = Parfois/en partie **3** = Toujours/souvent S.O. = sans objet

- | | | | | |
|--|---|---|---|----|
| 13. La planification de la transition est avancée | 1 | 2 | 3 | SO |
| 14. Le plan de la transition est rédigé et signé par le personnel du programme de IBI et de l'école | 1 | 2 | 3 | SO |
| 15. Le plan de la transition est mis en place | 1 | 2 | 3 | SO |
| 16. Les parents sont invités à rencontrer le personnel de IBI afin de discuter du processus de la transition | 1 | 2 | 3 | SO |

17. Les parents sont invités à rencontrer le personnel du conseil scolaire afin de discuter du processus de la transition de votre enfant dans le système scolaire	1	2	3	SO
18. Les parents sont invités à rencontrer l'enseignant afin de discuter du processus de la transition	1	2	3	SO
19. Les parents vont habituellement à ces rencontres (rencontres avec le personnel de IBI, du conseil scolaire et de l'enseignant)	1	2	3	SO
20. Des rencontres ont lieu entre le personnel de l'école et de IBI avant la transition afin de discuter du plan de la transition	1	2	3	SO
21. L'enseignant/Éducateur (EA) observent l'enfant dans le programme de IBI avant la transition	1	2	3	SO
22. L'enseignant/Éducateur (EA) ont la chance de travailler avec l'enfant dans le programme de IBI avant la transition	1	2	3	SO
23. Le personnel de IBI amène l'enfant dans la salle de classe avant sa transition	1	2	3	SO
24. Les parents ont la chance de visiter la salle de classe avant sa transition	1	2	3	SO
25. Le personnel de IBI a eu la chance de visiter la salle de classe après la transition de l'enfant afin de fournir de l'appui	1	2	3	SO
26. La communication entre le personnel de IBI et de l'école après la transition a lieu afin de discuter du progrès de l'enfant ou des problèmes potentiels	1	2	3	SO
27. En général, les inquiétudes des parents sont adressées (ex. soucis de la sécurité de votre enfant)	1	2	3	SO
28. La communication a lieu entre le personnel de IBI, les parents et l'école après la transition a lieu afin de discuter du progrès de l'enfant ou des problèmes potentiels	1	2	3	SO

Si vous avez participé aux rencontres de transition, veuillez répondre aux questions suivantes:

28. Qui initie généralement les discussions de transition?

- ☐ Le personnel de IBI
- ☐ Le personnel de l'école
- ☐ Parents

☐ Autre: _____

29. Qui participe à ces discussions? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Les thérapeutes seniors de IBI, les cliniciens seniors et/ou le psychologue
- ☐ Coordonnateur de transition de IBI
- ☐ Consultants de l'autisme du programme de IBI des districts scolaires
- ☐ Parents
- ☐ Cadre supérieur du personnel du conseil scolaire
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Autre (veuillez préciser):

30. Durant ces rencontres, qu'est-ce qui est généralement discuté? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Les compétences nécessaires à l'enfant pour réussir dans le milieu scolaire
- ☐ L'adaptation des protocoles de comportement, les routines autonomes et autres afin qu'il puisse être transféré dans un milieu scolaire
- ☐ L'enfant et la famille devraient visiter l'école avant la transition
- ☐ Aider aux parents de trouver des activités communautaires supplémentaires appropriées à leur enfant
- ☐ Les politiques de l'école pour l'intégration (réunions du IPRC, le développement du IEP et autre)
- ☐ Assurer la continuité des programmes et des objectifs
- ☐ Les défis que l'enfant pourrait avoir
- ☐ Les méthodes de communication
- ☐ Stratégies pour le traitement des problèmes de comportement
- ☐ Logistiques (ex. temps, emplacement, transport de et vers l'école et autre)
- ☐ Formation pour les enseignants et le personnel de soutien
- ☐ Autre:

B3. Après la transition (jusqu'à six mois après la transition de l'enfant dans le système scolaire)

31. Qui participe généralement aux rencontres du IPRC concernant les enfants atteints d'autisme?

- ☐ Parents
- ☐ Le personnel du programme de IBI
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Le personnel du conseil scolaire
- ☐ Autre:

32. En général, quand est-ce que le IEP de l'enfant est développé?

- ☐ Avant que l'enfant commence l'école
- ☐ 1 mois après que votre enfant soit dans le système scolaire
- ☐ 2-4 mois après que votre enfant soit dans le système scolaire
- ☐ Plus de 4 mois après que votre enfant soit dans le système scolaire

33. En général, à part de l'activité d'intégration dans la salle de classe, quelles autres activités auxquelles participe votre enfant autiste? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Joue avec les autres enfants dans sa classe durant les récréations
- ☐ Participe dans des sorties de classe
- ☐ Participe dans des assemblées de l'école
- ☐ Participe à des programmes spéciaux (ex. classe d'art, classe de gymnase et autre)
- ☐ Participe à des activités parascolaires

34. Est-ce que le personnel de IBI fournit de l'appui continu au personnel de l'école après la transition?

- ☐ Oui
- ☐ Non

35. Si oui, quel genre d'appui?

- ☐ Disponible pour répondre à des questions
- ☐ Communication par rapport au progrès de l'enfant
- ☐ Communication par rapport à des problèmes potentiels
- ☐ Visite la salle de classe afin de fournir de l'aide
- ☐ Consultation concernant la gestion du comportement
- ☐ Autre:

Section C

34. Selon vous, quels sont les facteurs importants pour la réussite de la transition pour toutes les personnes concernées (l'enfant, les parents, le thérapeute-instructeur de IBI, le personnel de l'école)?

35. Selon vous, quels sont les obstacles à la planification de la transition entre les programmes de IBI, le personnel scolaire et les parents?

36. Comment était-ce que c'était être membre de l'équipe de transition?

37. Selon vous, qu'est-ce qui est nécessaire pour une intégration réussie d'un enfant atteint d'autisme dans le système scolaire?

38. Y a-t-il autre chose que vous aimeriez que je sache par rapport à votre expérience avec le processus de la transition?

Merci beaucoup d'avoir pris le temps de répondre à ce questionnaire, votre participation est grandement appréciée.

Transition Practices Questionnaire-IBI Staff

This questionnaire has been designed to study the transition of children with autism from intensive behavioural intervention (IBI) programs into the school system. Transition is defined as the process or period during which a child with autism is moving from an IBI program into the school system. This questionnaire is divided into three sections. The first section contains questions regarding what, hypothetically, the process of transition for children with autism should entail. The second section asks you to draw on your own experience with children during the transition process. The third section asks some open-ended questions regarding this unique transition process but you are also welcome to write comments anywhere on the questionnaire.

Section A – the hypothetical transition process

1. In general, when do you think transition planning should begin?

- ☐ Less than 2 weeks prior to transition
- ☐ 2 weeks -3 months prior to transition
- ☐ 4-6 months prior to transition
- ☐ 7-12 months prior to transition
- ☐ 13-15 months prior to transition

2. Who should be involved in transition planning? Please check all that apply

- ☐ The IBI senior therapists and/or supervisory psychologist
- ☐ IBI program transition coordinators
- ☐ Parents
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ School board personnel
- ☐ Principal
- ☐ IBI program autism spectrum disorder (ASD) school district consultants
- ☐ Member of the school board autism team
- ☐ Others (please specify):

3. What should be involved in transition planning? *Please check all that apply and place asterisks next to what you believe are the three most important activities involved in transition planning*

- ☐ Identify the skills necessary for the child to succeed in the school environment
- ☐ Target these skills within IBI programming
- ☐ Adjust behaviour protocols, self-help routines, etc. so they can be transferred to the school setting
- ☐ Child and the family should visit the school prior to his/her transition
- ☐ Help parents find additional community activities appropriate for their child
- ☐ School staff should be notified as early as possible of the transition of a child with autism into the school
- ☐ Explaining to the parents the school's policies for inclusion (i.e. IPRC meetings, the development of the IEP, etc.) and their rights within the school system
- ☐ IBI staff and school staff should meet to ensure the continuity of programs and goals

- ☐ IBI staff and school staff should meet to address any challenges the child may face
- ☐ IBI staff and school staff should meet to discuss communication methods
- ☐ Other:

Section B – Your experience of the transition process

If you have had direct experience/experiences planning the transition of a child with autism from an IBI program into the school system, please answer the following questions:

4. Roughly how many children with autism have you helped transition into the school system:___

5. What is your current role in the IBI program?

- ☐ Senior therapist/Supervisor
- ☐ Transition coordinator
- ☐ Clinical supervisor/Psychologist
- ☐ ASD consultants in school support program
- ☐ Other:_____

6. How long have you worked in the field:_____years

7. Which of the following geographic settings most closely describes your board/centre?

- ☐ 5, 000, 000 (urban)
- ☐ 250, 000, 000 (medium urban centre)
- ☐ 125, 000 (suburban)
- ☐ 62, 500 (medium suburban centre)
- ☐ 25, 000 – 5, 000
- ☐ County

B1. Transition Planning

8. In general, what information is provided about the school the child was transitioning to?

Please check all that apply

- ☐ Size of the classroom
- ☐ Classroom composition (number of teacher, EA's, children in the classroom, etc.)
- ☐ Skills important to success in the classroom
- ☐ Daily schedule
- ☐ No information given
- ☐ Other:

9. Who do you receive this information from?

- ☐ Parents
- ☐ Teachers
- ☐ School board personnel
- ☐ Principal
- ☐ Special education coordinators
- ☐ ASD school district consultants

10. In general, what information was provided to the school board by the IBI program?

Please check all the apply

- ☐ File information
- ☐ Assessment and diagnosis report
- ☐ Summary of goals for the child and skills he/she has mastered
- ☐ No information given
- ☐ Other:

11. Who is this information given to?

- ☐ School board
- ☐ Principal
- ☐ Parents

12. In general, when does transition planning begin?

- ☐ There was no transition planning
- ☐ Less then 2 weeks prior to transition
- ☐ 2 weeks -3 months prior to transition
- ☐ 4-6 months prior to transition
- ☐ 7-12 months prior to transition
- ☐ 13-15 months prior to transition

B2. Typical Transition Practices

To what extent do the following activities typically happen:

1 = Never at all **2** = Sometimes/partially **3** = Always/typically

NA = not applicable

13. There is advanced transition planning	1	2	3	NA
14. There is a written transition plan signed by the IBI program staff and the school staff	1	2	3	NA
15. This transition plan is implemented	1	2	3	NA
16. Parents are invited to meet with IBI staff to discuss the process of transition	1	2	3	NA
17. Parents are invited to meet with school board staff to discuss the process of transition of their child into the school system	1	2	3	NA
18. Parents are invited to meet with the classroom teacher to discuss the process of transition	1	2	3	NA
19. Parents generally attend these meetings (i.e. meetings with IBI staff, meetings with school board staff or meetings with the classroom teacher)	1	2	3	NA
20. Meeting take place between the school staff and the IBI staff	1	2	3	NA

prior to transition to discuss the transition plan

1 2 3 NA

21. The receiving teacher/EA observes the child in the IBI program prior to transition

1 2 3 NA

22. The receiving teacher/EA has the opportunity to work with the child in the IBI program prior to transition

1 2 3 NA

23. The IBI staff bring the child to the classroom prior to his/her transition

1 2 3 NA

24. Parents have the opportunity to visit the classroom prior to transition

1 2 3 NA

25. The IBI staff have the opportunity to visit the classroom after the child has transitioned to provide assistance

1 2 3 NA

26. There is communication between IBI staff and school staff after transition has occurred to discuss the child's progress or any potential problems

1 2 3 NA

27. In general the practical concerns of parents are addressed (i.e. concerns over their child's safety)

If you have participated in transition meetings, please answer the following questions:

28. In general, who initiates transition discussions?

- ☐ IBI staff
- ☐ School staff
- ☐ Parents
- ☐ Other: _____

29. Who participates in these discussions? *Please check all that apply*

- ☐ The IBI senior therapists, senior clinician and/or supervising psychologist
- ☐ IBI program transition coordinators
- ☐ IBI program ASD school district consultants
- ☐ Parents
- ☐ Senior school board personnel
- ☐ Member of the school board autism team
- ☐ Principal
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ Other (please specify): _____

30. During these meetings what is generally discussed? *Please check all that apply*

- ☐ The skills necessary for the child to succeed in the school environment
- ☐ Adjusting behaviour protocols, self-help routines, etc. so they can be transferred to the school setting
- ☐ Child and the family should visit the school prior to his/her transition
- ☐ Helping parents find additional community activities appropriate for their child
- ☐ The school's policies for inclusion (i.e. IPRC meetings, the development of the IEP, etc.)
- ☐ Ensuring the continuity of programs and goals
- ☐ Challenges the child may face
- ☐ Communication methods
- ☐ Strategies for handling behavioural concerns
- ☐ Logistics (i.e. timing, location, transportation to and from school, etc.)
- ☐ Training of teachers and support staff
- ☐ Other: _____

B3. Post-transition (up to six months following child's transition into the school system)

31. Who in general participates in IPRC meetings regarding children with autism?

- ☐ Parents
- ☐ IBI program staff
- ☐ Principal
- ☐ Receiving teacher
- ☐ Receiving EA
- ☐ School board personnel
- ☐ Other:

32. In general, when is a child's IEP developed?

- ☐ Prior to the child being placed in the school
- ☐ 1 month after the child was in the school system
- ☐ 2-4 months after the child was in the school system
- ☐ More then 4 months after the child was in the school system

33. Do you still provide ongoing support to school staff after transition?

- ☐ Yes
- ☐ No

34. If so, what type of support?

- ☐ Available to answer questions
- ☐ Communication about the child's progress
- ☐ Communication about potential problems
- ☐ Visit the classroom to provide assistance
- ☐ Consultation regarding behavior management
- ☐ Other:

35. In general, do you still provide support to parents after transition?

- ☐ Yes
- ☐ No

36. If so, what type of support?

- ☐ Still providing IBI programming
- ☐ Available to answer questions parents may have about the school system
- ☐ Community support
- ☐ Parent information session
- ☐ Service coordination/case management
- ☐ Parent training
- ☐ Family support
- ☐ Other:

Section C

35. What do you think are important factors to successful transition for all concerned (the child, parents, IBI instructor-therapists, school personnel)?

37. What do you think are the barriers to transition planning between IBI programs, school personnel and parents?

38. What was it like being a member of the transition team?

39. What do you think is required for a successful inclusion of a child with autism in the school system?

40. Is there anything else you would like me to know concerning your experience with the transition process?

Thank-you very much for taking the time to complete this survey, your participation is greatly appreciated.

Questionnaire pour le personnel de IBI – Les pratiques de transition

Ce questionnaire a été conçu pour étudier la transition d'enfants atteints d'autisme d'un programme d'intervention comportementale intensive (IBI) à un système scolaire. La transition est définie comme le processus ou la période durant lesquels un enfant autiste se déplace d'un programme de IBI à un système scolaire. Ce questionnaire est divisé en trois sections. La première section contient des questions concernant ce que, en théorie, le processus de transition d'enfants autistes devrait comporter. La deuxième section vous demande vos propres expériences avec votre enfant durant la période de transition. La troisième section pose des questions ouvertes à propos de ce processus de transition unique, mais nous vous encourageons à écrire des commentaires n'importe où sur le questionnaire.

Section A – le processus de transition en théorie

1. En général, quand pensez-vous que la planification de la transition devrait commencer?

- ☐ Moins de 2 semaines avant la transition
- ☐ 2 semaines-3 mois avant la transition
- ☐ 4-6 mois avant la transition
- ☐ 7-12 mois avant la transition
- ☐ 13-15 mois avant la transition

2. Qui devrait être impliqué dans la planification de la transition? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Les thérapeutes seniors de IBI, les cliniciens seniors et/ou le psychologue
- ☐ Coordonnateur de transition de IBI
- ☐ Parents
- ☐ Enseignant
- ☐ Educateur assistant (EA)
- ☐ Personnel du conseil scolaire
- ☐ Directeur de l'école
- ☐ Consultants de trouble du spectre d'autistique (TSA) du programme de IBI des districts scolaires
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Autre (veuillez préciser):

3. Que devrait comprendre la planification de la transition? *Veuillez cocher toutes les cases qui s'appliquent et mettez un astérisque à côté des trois activités que vous croyez les plus importantes dans la planification de la transition*

- ☐ Identifier les compétences nécessaires à l'enfant pour réussir dans le milieu scolaire
- ☐ Cibler ces compétences dans la programmation de IBI
- ☐ Adapter les protocoles de comportement, les routines autonomes et autres afin qu'il puisse être transféré dans un milieu scolaire
- ☐ L'enfant et la famille devraient visiter l'école avant la transition

- ☐ Aider aux parents de trouver des activités communautaires supplémentaires appropriées à leur enfant
- ☐ Le personnel scolaire devrait être informé le plus tôt possible de la transition d'un enfant autiste à leur école
- ☐ Expliquer aux parents les politiques de l'école pour l'intégration (réunions du IPRC, le développement du IEP et autre) et de leurs droits au sein du système scolaire
- ☐ Le personnel de IBI et le personnel de l'école devraient se rencontrer afin d'assurer la continuité des programmes et des objectifs
- ☐ Le personnel de IBI et personnel de l'école doivent se rencontrer afin de relever les défis que l'enfant pourrait avoir
- ☐ Le personnel de IBI et personnel de l'école doivent se rencontrer afin de discuter des méthodes de communication
- ☐ Autre:

Section B – Votre expérience dans le processus de transition

Si vous avez eu de l'expérience ou des expériences directes dans la planification de transition d'un enfant atteint d'autisme d'un programme de IBI à un système scolaire, veuillez répondre aux questions suivantes :

4. Environ combien d'enfants atteints d'autisme avez-vous aidés dans une transition vers le système scolaire: ____

5. Quel est votre rôle actuel dans le programme de IBI

- ☐ Thérapeute supérieur/ Superviseur
- ☐ Coordonnateur de transition
- ☐ Superviseur clinician/Psychologue
- ☐ Consultants d'autisme dans un programme d'appui dans une école
- ☐ Autre: _____

6. Depuis combien de temps travaillez-vous dans ce domaine: ____ ans

7. Lesquelles des paramètres géographiques représentent mieux votre conseil/centre?

- ☐ 5, 000, 000 (urban) / 5 000 000 (urbain)
- ☐ 250 000 (moyen centre urbain)
- ☐ 125 000 (suburbain)
- ☐ 62 500 (moyen centre suburbain)
- ☐ 25 000 – 5 000 (rural)
- ☐ Comté

B1. Planification de la transition

8. En général, quelle information vous a été transmise concernant l'école dont votre enfant sera transférée? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Taille de la classe
- ☐ La composition de la classe (nombre de professeurs, éducateur, les élèves dans la salle de classe et autres)
- ☐ Compétences importantes quant au succès de la classe
- ☐ Horaire de la journée
- ☐ Aucune information n'a été donnée
- ☐ Autre:

9. De qui recevez-vous cette information?

- ☐ Parents
- ☐ Enseignants
- ☐ Le personnel du conseil scolaire
- ☐ Directeur de l'école
- ☐ Coordonnateurs en éducation spéciale
- ☐ Consultants d'autisme des districts scolaires

10. En général, quel genre d'information a été transmise au conseil scolaire par le programme de IBI? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Information du dossier
- ☐ Rapport d'évaluation et du diagnostique
- ☐ Sommaire des objectifs de l'enfant et des comportements dont l'enfant a maîtrisés
- ☐ Aucune information n'a été donnée
- ☐ Autre (veuillez préciser):

11. À qui donnez-vous cette information?

- ☐ Conseil scolaire
- ☐ Directeur de l'école
- ☐ Parents

12. En général, quand est-ce que la planification de la transition commence?

- ☐ Il n'y a pas de planification de la transition
- ☐ Moins de 2 semaines avant la transition
- ☐ 2 semaines-3 mois avant la transition
- ☐ 4-6 mois avant la transition
- ☐ 1-12 mois avant la transition
- ☐ 13-15 mois avant la transition

B2. Pratiques de transition typiques

Dans quelle mesure est-ce que ces activités ont lieu:

1 = Jamais **2** = Parfois/en partie **3** = Toujours/souvent S.O. = sans objet

13. La planification de la transition est avancée 1 2 3 SO

14. Le plan de la transition est rédigé et signé par le personnel du programme de IBI et de l'école	1	2	3	SO
15. Le plan de la transition est mis en place	1	2	3	SO
16. Les parents sont invités à rencontrer le personnel de IBI afin de discuter du processus de la transition	1	2	3	SO
17. Les parents sont invités à rencontrer le personnel du conseil scolaire afin de discuter du processus de la transition de leur enfant dans le système scolaire	1	2	3	SO
18. Les parents sont invités à rencontrer l'enseignant afin de discuter du processus de la transition	1	2	3	SO
19. Les parents vont habituellement à ces rencontres (rencontres avec le personnel de IBI, du conseil scolaire et de l'enseignant)	1	2	3	SO
20. Des rencontres ont lieu entre le personnel de l'école et de IBI avant la transition afin de discuter du plan de la transition	1	2	3	SO
21. L'enseignant/éducateur observent l'enfant dans le programme de IBI avant la transition	1	2	3	SO
22. L'enseignant/éducateur ont la chance de travailler avec l'enfant dans le programme de IBI avant la transition	1	2	3	SO
23. Le personnel de IBI amène l'enfant dans la salle de classe avant sa transition	1	2	3	SO
24. Les parents ont la chance de visiter la salle de classe avant sa transition	1	2	3	SO
25. Le personnel de IBI a eu la chance de visiter la salle de classe après la transition de l'enfant afin de fournir de l'appui	1	2	3	SO
26. La communication entre le personnel de IBI et de l'école après la transition a lieu afin de discuter du progrès de l'enfant ou des problèmes potentiels	1	2	3	SO
27. En général, les inquiétudes des parents sont adressées (ex. soucis de la sécurité de votre enfant)	1	2	3	SO

Si vous avez participé aux rencontres de transition, veuillez répondre aux questions suivantes:

28. Qui initie généralement les discussions de transition?

- ☐ Le personnel de IBI
- ☐ Le personnel de l'école
- ☐ Parents
- ☐ Autre: _____

29. Qui participe à ces discussions? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Les thérapeutes seniors de IBI, les cliniciens seniors et/ou le psychologue
- ☐ Coordonnateur de transition de IBI
- ☐ Consultants de l'autisme du programme de IBI des districts scolaires
- ☐ Parents
- ☐ Cadre supérieur du personnel du conseil scolaire
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Autre (veuillez préciser): _____

30. Durant ces rencontres, qu'est-ce qui est généralement discuté? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Les compétences nécessaires à l'enfant pour réussir dans le milieu scolaire
- ☐ L'adaptation des protocoles de comportement, les routines autonomes et autres afin qu'il puisse être transféré dans un milieu scolaire
- ☐ L'enfant et la famille devraient visiter l'école avant la transition
- ☐ Aider aux parents de trouver des activités communautaires supplémentaires appropriées à leur enfant
- ☐ Les politiques de l'école pour l'intégration (réunions du IPRC, le développement du IEP et autre)
- ☐ Assurer la continuité des programmes et des objectifs
- ☐ Les défis que l'enfant pourrait avoir
- ☐ Les méthodes de communication
- ☐ Stratégies pour le traitement des problèmes de comportement
- ☐ Logistiques (ex. temps, emplacement, transport de et vers l'école et autre)
- ☐ Formation pour les enseignants et le personnel de soutien
- ☐ Autre: _____

B3. Après la transition (jusqu'à six mois après la transition de l'enfant dans le système scolaire)

31. Qui participe généralement aux rencontres du IPRC concernant les enfants atteints d'autisme

- ☐ Parents
- ☐ Le personnel du programme de IBI
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Le personnel du conseil scolaire
- ☐ Autre:

32. En général, quand est-ce que le IEP de l'enfant est développé?

- ☐ Avant que l'enfant commence l'école
- ☐ 1 mois après l'enfant soit dans le système scolaire
- ☐ 2-4 mois après l'enfant soit dans le système scolaire
- ☐ Plus de 4 mois après que l'enfant soit dans le système scolaire

33. Est-ce que vous fournissez de l'appui continu au personnel de l'école après la transition?

- ☐ Oui
- ☐ Non

34. Si oui, quel genre d'appui?

- ☐ Disponible pour répondre à des questions
- ☐ Communication par rapport au progrès de l'enfant
- ☐ Communication par rapport à des problèmes potentiels
- ☐ Visite la salle de classe afin de fournir de l'aide
- ☐ Consultation concernant la gestion du comportement
- ☐ Autre:

35. En général, est que vous fournissez de l'appui continu aux parents après la transition?

- ☐ Oui
- ☐ Non

36. Si oui, quel genre d'appui?

- ☐ Continue le programme de IBI
- ☐ Disponible pour répondre à des questions à propos du système scolaire
- ☐ Appui communautaire
- ☐ Session d'information pour les parents
- ☐ Coordination des services/gestion des dossiers
- ☐ Formation aux parents
- ☐ Appui familial
- ☐ Autre:

Section C

35. Selon vous, quels sont les facteurs importants pour la réussite de la transition pour toutes les personnes concernées (l'enfant, les parents, le thérapeute-instructeur de IBI, le personnel de l'école)?

37. Selon vous, quels sont les obstacles à la planification de la transition entre les programmes de IBI, le personnel scolaire et les parents?

38. Comment était-ce que c'était être membre de l'équipe de transition?

39. Selon vous, qu'est-ce qui est nécessaire pour une intégration réussie d'un enfant atteint d'autisme dans le système scolaire?

40. Y a-t-il autre chose que vous aimeriez que je sache par rapport à votre expérience avec le processus de la transition?

Merci beaucoup d'avoir pris le temps de répondre à ce questionnaire, votre participation est grandement appréciée.

Transition Practices Questionnaire – Parents

This questionnaire has been designed to study the transition of children with autism from intensive behavioural intervention (IBI) programs into the school system. Transition is defined as the process or period during which a child with autism is moving from an IBI program into the school system. This questionnaire is divided into three sections. The first section contains questions regarding what, hypothetically, the process of transition for children with autism should entail. The second section asks you to draw on your own experience with your child during the transition process. The third section asks some open-ended questions regarding this unique transition process but you are also welcome to write comments anywhere on the questionnaire.

Section A – the hypothetical transition process

1. In general, when do you think transition planning should begin?

- ☐ Less than 2 weeks prior to transition
- ☐ 2 weeks -3 months prior to transition
- ☐ 4-6 months prior to transition
- ☐ 7-12 months prior to transition
- ☐ 13-15 months prior to transition

2. Who should be involved in transition planning? *Please check all that apply*

- ☐ The IBI senior therapists, senior clinician and/or supervising psychologist
- ☐ IBI program transition coordinators
- ☐ IBI program ASD school district consultants
- ☐ Parents
- ☐ Senior school board personnel
- ☐ Member of the school board autism team
- ☐ Principal
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ Other (please specify):

3. What should be involved in transition planning? *Please check all that apply and place asterisks next to what you believe are the three most important activities involved in transition planning*

- ☐ Identify the skills necessary for the child to succeed in the school environment
- ☐ Target these skills within IBI programming
- ☐ Adjust behaviour protocols, self-help routines, etc. so they can be transferred to the school setting
- ☐ Child and the family should visit the school prior to his/her transition
- ☐ Help parents find additional community activities appropriate for their child
- ☐ School staff should be notified as early as possible of the transition of a child with autism into the school
- ☐ Explaining to the parents the school's policies for inclusion (i.e. IPRC meetings, the development of the IEP, etc.) and their rights within the school system

- ☐ IBI staff and school staff should meet to ensure the continuity of programs and goals
- ☐ IBI staff and school staff should meet to address any challenges the child may face
- ☐ IBI staff and school staff should meet to discuss communication methods
- ☐ Other:

Section B – Your experience of the transition process

B1. Transition Planning

4. In general what kind of information did you receive about the child transitioning into the classroom from IBI? *Please check all that apply*

- ☐ File information
- ☐ Assessment and diagnosis report
- ☐ Summary of goals for the child and behaviours he/she has mastered
- ☐ No information given
- ☐ Other (please specify):

5. From whom did you receive this information from? *Please check all that apply*

- ☐ School board
- ☐ Principal
- ☐ Parents
- ☐ IBI program
- ☐ Other (please specify):

6. In general, what information was provided to you about the school the child is transitioning to? *Please check all that apply*

- ☐ Size of the classroom
- ☐ Classroom composition (number of teacher, EA's, children in the classroom, etc.)
- ☐ Skills important to success in the classroom
- ☐ Daily schedule
- ☐ No information given
- ☐ Other:

7. When did transition planning begin?

- ☐ Less than 2 weeks prior to transition
- ☐ 2 weeks-3 months prior to transition
- ☐ 4-6 months prior to transition
- ☐ 7-12 months prior to transition
- ☐ 13-15 months prior to transition

B2. Typical Transition Practices

To what extent did the following activities typically happen:

1 = Never at all **2** = Sometimes/partially **3** = Always/typically
NA = not applicable

13. There is advanced transition planning 1 2 3 NA

14. There is a written transition plan	1	2	3	NA
15. This transition plan is implemented	1	2	3	NA
16. You were invited to meet with IBI staff to discuss the process of transition	1	2	3	NA
17. You were invited to meet with school board staff to discuss the process of transition of your child into the school system	1	2	3	NA
18. You were invited to meet with the classroom teacher to discuss the process of transition	1	2	3	NA
19. You attended these meetings (i.e. meetings with IBI staff, meetings with school board staff or meetings with the classroom teacher)	1	2	3	NA
20. Meetings took place between the school staff and the IBI staff prior to transition to discuss the transition plan	1	2	3	NA
21. The receiving teacher/EA observed the child in the IBI program prior to transition	1	2	3	NA
22. The receiving teacher/EA had the opportunity to work with the child in the IBI program prior to transition	1	2	3	NA
23. The IBI staff brought the child to the classroom prior to his/her transition	1	2	3	NA
24. You had the opportunity to visit the classroom prior to transition	1	2	3	NA
25. The IBI staff had the opportunity to visit the classroom after the child has transitioned to provide assistance	1	2	3	NA
26. There is communication between IBI staff and school staff after transition has occurred to discuss the child's progress or any potential problems	1	2	3	NA
27. In general your practical concerns were addressed (i.e. concerns over their child's safety)	1	2	3	NA
28. There is communication between yourself, IBI staff and school staff after transition has occurred to discuss the child's progress or any potential problems	1	2	3	NA

If you have participated in transition meetings, please answer the following questions:

28. In general, who initiates transition discussions?

- ☐ IBI staff
- ☐ School staff
- ☐ Parents
- ☐ Other: _____

29. Who participates in these discussions? *Please check all that apply*

- ☐ The IBI senior therapists, senior clinician and/or supervising psychologist
- ☐ IBI program transition coordinators
- ☐ IBI program ASD school district consultants
- ☐ Parents
- ☐ Senior school board personnel
- ☐ Member of the school board autism team
- ☐ Principal
- ☐ Receiving teacher
- ☐ Educational assistant (EA)
- ☐ Other (please specify):

30. During these meetings what is generally discussed? *Please check all that apply*

- ☐ The skills necessary for the child to succeed in the school environment
- ☐ Adjusting behaviour protocols, self-help routines, etc. so they can be transferred to the school setting
- ☐ Child and the family should visit the school prior to his/her transition
- ☐ Helping parents find additional community activities appropriate for their child
- ☐ The school's policies for inclusion (i.e. IPRC meetings, the development of the IEP, etc.)
- ☐ Ensuring the continuity of programs and goals
- ☐ Challenges the child may face
- ☐ Communication methods
- ☐ Strategies for handling behavioural concerns
- ☐ Logistics (i.e. timing, location, transportation to and from school, etc.)
- ☐ Training of teachers and support staff
- ☐ Other:
- ☐

B3. Post-transition (up to six months following child's transition into the school system)

31. Who in general participates in IPRC meetings regarding children with autism?

- ☐ Parents
- ☐ IBI program staff
- ☐ Principal
- ☐ Receiving teacher
- ☐ Receiving EA
- ☐ School board personnel
- ☐ Other:

32. When were you given your child's IEP?

- ☐ Prior to the child being placed in the school
- ☐ 1 month after the child was in the school system
- ☐ 2-4 months after the child was in the school system
- ☐ More then 4 months after the child was in the school system

33. In general, beyond inclusion in the classroom, what other activities does your children with autism participate in? *Please check all that apply*

- ☐ Plays with the children in his/her class during recess
- ☐ Participates in class field trips
- ☐ Participates in school assemblies
- ☐ Participates in specialty programs (i.e., art classes, gym classes, etc.)
- ☐ Participates in after school activities

34. Does the IBI staff provide ongoing support to you after transition?

- ☐ Yes
- ☐ No

35. If so, what type of support?

- ☐ Available to answer questions
- ☐ Communication about the child's progress
- ☐ Communication about potential problems
- ☐ Visit the classroom to provide assistance
- ☐ Consultation regarding behavior management
- ☐ Other:

36. Does the school staff provide ongoing support to you after transition?

- ☐ Yes
- ☐ No

35. If so, what type of support?

- ☐ Available to answer questions
- ☐ Communication about the child's progress
- ☐ Communication about potential problems
- ☐ Visit the classroom to provide assistance
- ☐ Consultation regarding behavior management
- ☐ Other:

Section C

34. What do you think are important factors to successful transition for all concerned (the child, parents, IBI instructor-therapists, school personnel)?

35. What do you think are the barriers to transition planning between IBI programs, school personnel and parents?

36. What was it like being a member of the transition team?
37. What do you think is required for a successful inclusion of a child with autism in the school system?
38. What do you feel are your child's greatest strengths and weaknesses since this transition? Have they changed since before the transition occurred?
39. Is there anything else you would like me to know concerning your experience with the transition process?

Thank-you very much for taking the time to complete this survey, your participation is greatly appreciated.

Questionnaire pour les parents – Les pratiques de transition

Ce questionnaire a été conçu pour étudier la transition d'enfants atteints d'autisme d'un programme d'intervention comportementale intensive (IBI) à un système scolaire. La transition est définie comme le processus ou la période durant lesquels un enfant autiste se déplace d'un programme de IBI à un système scolaire. Ce questionnaire est divisé en trois sections. La première section contient des questions concernant ce que, en théorie, le processus de transition d'enfants autistes devrait comporter. La deuxième section vous demande vos propres expériences avec votre enfant durant la période de transition. La troisième section pose des questions ouvertes à propos de ce processus de transition unique, mais nous vous encourageons à écrire des commentaires n'importe où sur le questionnaire.

Section A – le processus de transition en théorie

1. En général, quand pensez-vous que la planification de la transition devrait commencer?

- ☐ Moins de 2 semaines avant la transition
- ☐ 2 semaines-3 mois avant la transition
- ☐ 4-6 mois avant la transition
- ☐ 7-12 mois avant la transition
- ☐ 13-15 mois avant la transition

2. Qui devrait être impliqué dans la planification de la transition? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Les thérapeutes seniors de IBI, les cliniciens seniors et/ou le psychologue
- ☐ Coordonnateur de transition de IBI
- ☐ Consultants de l'autisme du programme de IBI des districts scolaires
- ☐ Parents
- ☐ Cadre supérieur du personnel du conseil scolaire
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Autre (veuillez préciser):

3. Que devrait comprendre la planification de la transition? *Veuillez cocher toutes les cases qui s'appliquent et mettez un astérisque à côté des trois activités que vous croyez les plus importantes dans la planification de la transition*

- ☐ Identifier les compétences nécessaires à l'enfant pour réussir dans le milieu scolaire
- ☐ Cibler ces compétences dans la programmation de IBI
- ☐ Adapter les protocoles de comportement, les routines autonomes et autres afin qu'il puisse être transféré dans un milieu scolaire
- ☐ L'enfant et la famille devraient visiter l'école avant la transition
- ☐ Aider aux parents de trouver des activités communautaires supplémentaires appropriées à leur enfant

- ☐ Le personnel scolaire devrait être informé le plus tôt possible de la transition d'un enfant autiste à leur école
- ☐ Expliquer aux parents les politiques de l'école pour l'intégration (réunions du IPRC, le développement du IEP et autre) et de leurs droits au sein du système scolaire
- ☐ Le personnel de IBI et le personnel de l'école devraient se rencontrer afin d'assurer la continuité des programmes et des objectifs
- ☐ Le personnel de IBI et personnel de l'école doivent se rencontrer afin de relever les défis que l'enfant pourrait avoir
- ☐ Le personnel de IBI et personnel de l'école doivent se rencontrer afin de discuter des méthodes de communication
- ☐ Autre:

Section B – Votre expérience dans le processus de transition

B1. Planification de la transition

4. En général, quel genre d'information avez-vous reçue concernant la transition d'un enfant d'un programme de IBI à une salle de classe? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Information du dossier
- ☐ Rapport d'évaluation et du diagnostique
- ☐ Sommaire des objectifs de l'enfant et des comportements dont l'enfant a maîtrisés
- ☐ Aucune information n'a été donnée
- ☐ Autre (veuillez préciser):

5. De qui avez-vous reçu l'information? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Conseil scolaire
- ☐ Directeur de l'école
- ☐ Parents
- ☐ Programme de IBI
- ☐ Autre (veuillez préciser):

6. En général, quelle information vous a été transmise concernant l'école dont votre enfant sera transférée? *Veillez cocher toutes les cases qui s'appliquent*

- ☐ Taille de la classe
- ☐ La composition de la classe (nombre de professeurs, Éducateur (EA), les élèves dans la salle de classe et autres)
- ☐ Compétences importantes quant au succès de la classe
- ☐ Horaire de la journée
- ☐ Aucune information n'a été donnée
- ☐ Autre:

7. Quand est-ce que la planification de la transition a commencé?

- ☐ Moins de 2 semaines avant la transition
- ☐ 2 semaines-3 mois avant la transition
- ☐ 4-6 mois avant la transition
- ☐ 7-12 mois avant la transition
- ☐ 13-15 mois avant la transition

B2. Pratiques de transition typiques

Dans quelle mesure est-ce que ces activités ont lieu:

	1 = Jamais	2 = Parfois/en partie	3 = Toujours/souvent	S.O. = sans objet
13. La planification de la transition est avancée	1	2	3	SO
14. Le plan de la transition est rédigé	1	2	3	SO
15. Le plan de la transition est mis en place	1	2	3	SO
16. Vous avez été invités à rencontrer le personnel de IBI afin de discuter du processus de la transition	1	2	3	SO
17. Vous avez été invités à rencontrer le personnel du conseil scolaire afin de discuter du processus de la transition de votre enfant dans le système scolaire	1	2	3	SO
18. Vous avez été invités à rencontrer l'enseignant afin de discuter du processus de la transition	1	2	3	SO
19. Vous êtes allés à ces rencontres (rencontres avec le personnel de IBI, du conseil scolaire et de l'enseignant)	1	2	3	SO
20. Des rencontres ont eu lieu entre le personnel de l'école et de IBI avant la transition afin de discuter du plan de la transition	1	2	3	SO
21. L'enseignant/Éducateur ont observé l'enfant dans le programme de IBI avant la transition	1	2	3	SO
22. L'enseignant/Éducateur ont eu la chance de travailler avec l'enfant dans le programme de IBI avant la transition	1	2	3	SO
23. Le personnel de IBI a amené l'enfant dans la salle de classe avant sa transition	1	2	3	SO
24. Vous avez eu la chance de visiter la salle de classe avant sa transition	1	2	3	SO
25. Le personnel de IBI a eu la chance de visiter la salle de classe après la transition de l'enfant afin de fournir de l'appui	1	2	3	SO
26. La communication entre le personnel de IBI et de l'école après la transition a lieu afin de discuter du progrès de l'enfant ou des problèmes potentiels	1	2	3	SO

27. En général, vos inquiétudes ont été adressées (ex. soucis de la sécurité de votre enfant) 1 2 3 SO

28. La communication entre vous, le personnel de IBI et de l'école après la transition a lieu afin de discuter du progrès de l'enfant ou des problèmes potentiels 1 2 3 SO

Si vous avez participé aux rencontres de transition, veuillez répondre aux questions suivantes:

28. Qui initie généralement les discussions de transition?

- ☐ Le personnel de IBI
- ☐ Le personnel de l'école
- ☐ Parents
- ☐ Autre: _____

29. Qui participe à ces discussions? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Les thérapeutes seniors de IBI, les cliniciens seniors et/ou le psychologue
- ☐ Coordonnateur de transition de IBI
- ☐ Consultants de l'autisme du programme de IBI des districts scolaires
- ☐ Parents
- ☐ Cadre supérieur du personnel du conseil scolaire
- ☐ Membre de l'équipe de l'autisme du conseil scolaire
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Autre (veuillez préciser):

30. Durant ces rencontres, qu'est-ce qui est généralement discuté? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Les compétences nécessaires à l'enfant pour réussir dans le milieu scolaire
- ☐ L'adaptation des protocoles de comportement, les routines autonomes et autres afin qu'il puisse être transféré dans un milieu scolaire
- ☐ L'enfant et la famille devraient visiter l'école avant la transition
- ☐ Aider aux parents de trouver des activités communautaires supplémentaires appropriées à leur enfant
- ☐ Les politiques de l'école pour l'intégration (réunions du IPRC, le développement du IEP et autre)
- ☐ Assurer la continuité des programmes et des objectifs
- ☐ Les défis que l'enfant pourrait avoir
- ☐ Les méthodes de communication
- ☐ Stratégies pour le traitement des problèmes de comportement
- ☐ Logistiques (ex. temps, emplacement, transport de et vers l'école et autre)
- ☐ Formation pour les enseignants et le personnel de soutien
- ☐ Autre:

B3. Après la transition (jusqu'à six mois après la transition de l'enfant dans le système scolaire)

31. Qui participe généralement aux rencontres du IPRC concernant les enfants atteints d'autisme

- ☐ Parents
- ☐ Le personnel du programme de IBI
- ☐ Directeur de l'école
- ☐ Enseignant
- ☐ Éducateur (EA)
- ☐ Le personnel du conseil scolaire
- ☐ Autre:

32. Quand vous a-t-on donné le IEP de votre enfant?

- ☐ Avant que l'enfant commence l'école
- ☐ 1 mois après que votre enfant soit dans le système scolaire
- ☐ 2-4 mois après que votre enfant soit dans le système scolaire
- ☐ Plus de 4 mois après que votre enfant soit dans le système scolaire

33. En général, à part de l'activité d'intégration dans la salle de classe, quelles autres activités auxquelles participe votre enfant autiste? *Veuillez cocher toutes les cases qui s'appliquent*

- ☐ Joue avec les autres enfants dans sa classe durant les récréations
- ☐ Participe dans des sorties de classe
- ☐ Participe dans des assemblées de l'école
- ☐ Participe à des programmes spéciaux (ex. classe d'art, classe de gymnase et autre)
- ☐ Participe à des activités parascolaires

34. Est-ce que le personnel de IBI fournit de l'appui continu après la transition?

- ☐ Oui
- ☐ Non

35. Si oui, quel genre d'appui?

- ☐ Disponible pour répondre à des questions
- ☐ Communication par rapport au progrès de l'enfant
- ☐ Communication par rapport à des problèmes potentiels
- ☐ Visite la salle de classe afin de fournir de l'aide
- ☐ Consultation concernant la gestion du comportement
- ☐ Autre:

36. Est-ce que le personnel de l'école fournit de l'appui continu après la transition?

- ☐ Oui
- ☐ Non

37. Si oui, quel genre d'appui?

- ☐ Disponible pour répondre à des questions
- ☐ Communication par rapport au progrès de l'enfant
- ☐ Communication par rapport à des problèmes potentiels
- ☐ Visite la salle de classe afin de fournir de l'aide
- ☐ Consultation concernant la gestion du comportement
- ☐ Autre:

Section C

38. Selon vous, quels sont les facteurs importants pour la réussite de la transition pour toutes les personnes concernées (l'enfant, les parents, le thérapeute-instructeur de IBI, le personnel de l'école)?

39. Selon vous, quels sont les obstacles à la planification de la transition entre les programmes de IBI, le personnel scolaire et les parents?

40. Comment était-ce que c'était être membre de l'équipe de transition?

41. Selon vous, qu'est-ce qui est nécessaire pour une intégration réussie d'un enfant atteint d'autisme dans le système scolaire?

42. Quelles sont les plus grandes forces et faiblesses de votre enfant depuis cette transition? Ont-ils changé depuis la transition?

43. Y a-t-il autre chose que vous aimeriez que je sache par rapport à votre expérience avec le processus de la transition?

Merci beaucoup d'avoir pris le temps de répondre à ce questionnaire, votre participation est grandement appréciée.

Appendix C

**APPROVAL FOR CONDUCTING RESEARCH INVOLVING HUMAN SUBJECTS**

Research Ethics Board – Laurentian University

This letter confirms that the research project identified below has successfully passed the ethics review by the Laurentian University Research Ethics Board (REB). Your ethics approval date, other milestone dates, and any special conditions for your project are indicated below.


TYPE OF APPROVAL / New / Modifications to project X/ Time extension	
Name of Principal Investigator and school/department	Stephanie Price (Psychology)
Title of Project	<i><u>Transition from Intensive Behavioural Intervention Programs to the School System: The Experiences of the Transition Team</u></i>
REB file number	2012-04-14
Date of original approval of project	May 18, 2012
Date of approval of project modifications or extension (if applicable)	April 17, 2013
Final/Interim report due on: (You may request an extension at that time using this weblink)	April 17, 2014
Conditions placed on project	Final report due on April 17, 2014

During the course of your research, no deviations from, or changes to, the protocol, recruitment or consent forms may be initiated without prior written approval from the REB. If you wish to modify your research project, please refer to the Research Ethics website to complete the appropriate [REB form](#).

All projects must submit a report to REB at least once per year. If involvement with human participants continues for longer than one year (e.g. you have not completed the objectives of the study and have not yet terminated contact with the participants, except for feedback of final results to participants), you must request an extension using the appropriate [REB form](#).

In all cases, please ensure that your research complies with [Tri-Council Policy Statement \(TCPS\)](#). Also please quote your REB file number on all future correspondence with the REB office.

Congratulations and best of luck in conducting your research.

A handwritten signature in black ink that reads "Susan James". The script is cursive and fluid, with the first name "Susan" and last name "James" clearly distinguishable.

Susan James, Acting chair

Laurentian University Research Ethics Board

Appendix D



Parent Consent Form

I agree to participate in the research project entitled “Transition from Intensive Behavioural Intervention Programs to the School System: The Experiences of the Transition Team”. I understand that the goal of this research is to find out what it’s like to experience the transition from Intensive Behavioural Interventions to the school system with a child who has autism spectrum disorder. In particular, the study is looking at the transition experiences of members of the transition team. This research will help to give further insight into the transition process and could help facilitate or improve future transitions.

I understand that I will be asked to fill out questionnaires, called the *Transition Practices Questionnaire* and the *Transition Beliefs Inventory*. I will be asked questions about how my experiences with the transition and the transition team. I will also be asked about my perspective on educational inclusion for children with special needs.

I understand that I do not have to participate in this study. **I may stop participating at any time.** I am aware that I can choose not to answer any questions without penalty and there will be no repercussion to my child’s services. If I experience distress, support services will be provided to me.

I understand that all information collected will be used for research purposes only. I understand that my anonymity will be protected. Any personal information collected during the study will stay private and confidential. I understand that all personal information will be kept in a locked file cabinet. If I want, I may receive a copy of the results at the end of the study (please check below).

If I have any questions regarding the purpose or nature of the study, I can call Shelley Watson, Ph.D. at 675-1151, extension 4223 or email Stephanie Price at sr_price@laurentian.ca. If I have concerns regarding the ethics of the study, I may contact The Research Officer at Laurentian University, at 705 - 675 - 1151 ext. 2436, ethics@laurentian.ca.

PARENT/GUARDIAN: _____

(Signature)

DATE: _____

Name: _____

Mailing address: _____

Daytime phone number: _____

e-mail address: _____

_____ I would like to receive a copy of the results at the end of this study

Formulaire de consentement des parents

J'accepte de participer dans le projet de recherche intitulé « La transition d'un programme d'intervention comportementale intensive au système scolaire : Les expériences de l'équipe de transition ». Je comprends que le but de cette recherche est de comprendre ce qui se passe lors de la transition de l'intervention comportementale intensive (IBI) à un système scolaire avec un enfant ayant un trouble du spectre autistique. En particulier, l'étude est à la recherche des expériences transitionnelles des membres de l'équipe de transition. Cette recherche servira à donner un aperçu approfondi du processus de transition, donc pourra aider à faciliter ou améliorer les transitions futures.

Je comprends que je devrai remplir les questionnaires intitulés *Les pratiques de transition* et *L'inventaire des croyances de transition*. On va me demander des questions à propos des expériences de transition et des membres de l'équipe de transition. On va aussi me questionner sur ma perspective sur l'inclusion éducationnelle des enfants avec des besoins spéciaux.

Je comprends que je ne suis pas obligé de participer à cette étude. **Je peux cesser d'y participer à tout moment.** Je suis au courant que je peux choisir de ne pas répondre certaines questions sans être pénalisé et qu'il n'y aura pas de répercussions sur les services de mon enfant. Si j'éprouve de la détresse, des services de soutien me seront fournis.

Je comprends que toute l'information recueillie sera utilisée pour la recherche seulement. Je comprends que mon anonymat sera protégé. Toute information personnelle recueillie durant l'étude sera gardée privée et confidentielle. Je comprends que toute information personnelle sera gardée sous clé dans un classeur. Si je le désire, je peux recevoir une copie des résultats à la fin de l'étude. (veuillez cocher ci-dessous).

Si j'ai des questions concernant la raison ou le genre de la recherche, je peux appeler Shelley Watson, Ph. D. au 705-675-1151, poste 4223 ou envoyer un courriel à Stephanie Price à sr_price@laurentian.ca. Si j'ai des inquiétudes concernant l'éthique de l'étude, je peux contacter l'agent de recherche à l'Université Laurentienne au 705-675-1151, poste 2436, ethics@laurentian.ca.

TUTEUR:

(Signature)

DATE:

Nom:

Adresse postale:

téléphone en journée:

Courriel:

☐ J'aimerais recevoir une copie des résultats à la fin de l'étude.



IBI/School Staff Consent Form

I agree to participate in the research project entitled “Transition from Intensive Behavioural Intervention Programs to the School System: The Experiences of the Transition Team”. I understand that the goal of this research is to find out what it’s like to experience the transition from Intensive Behavioural Interventions to the school system with a child who has autism spectrum disorder. In particular, the study is looking at the transition experiences of members of the transition team. This research will help to give further insight into the transition process and could help facilitate or improve future transitions.

I understand that I will be asked questions about my experiences working with children who have transitioned from IBI to school as well as my experiences with the transition team. I will also be asked about my perspective on educational inclusion for children with special needs. I will fill out questionnaires, called the *Transition Practices Questionnaire* and the *Transition Beliefs Inventory*.

I understand that I do not have to participate in this study. **I may stop participating at any time.** I am aware that I can choose not to answer any questions. If I experience distress, support services will be provided to me.

I understand that all information collected will be used for research purposes only. I understand that my anonymity will be protected. Any personal information collected during the study will stay private and confidential. I understand that all personal information will be kept in a locked file cabinet. If I want, I may receive a copy of the results at the end of the study (please check below).

If I have any questions regarding the purpose or nature of the study, I can call Shelley Watson, Ph.D. at 675-1151, extension 4223 or email Stephanie Price at sr_price@laurentian.ca. If I have concerns regarding the ethics of the study, I may contact The Research Officer at Laurentian University, at 705 - 675 - 1151 ext. 2436, ethics@laurentian.ca.

IBI/School staff:

(Signature)

DATE:

Name:

Mailing address:

Daytime phone number:

e-mail address:

_____ I would like to receive a copy of the results at the end of this study

Formulaire de consentement du personnel de l'école/de l'IBI

J'accepte de participer dans le projet de recherche intitulé « La transition d'un programme d'intervention comportementale intensive au système scolaire : les expériences de l'équipe de transition ». Je comprends que le but de cette recherche est de comprendre ce qui se passe lors de la transition de l'intervention comportementale intensive (IBI) à un système scolaire avec un enfant ayant un trouble du spectre autistique. En particulier, l'étude est à la recherche des expériences transitionnelles des membres de l'équipe de transition. Cette recherche servira à donner un aperçu approfondi du processus de transition, donc pourra aider à faciliter ou améliorer les transitions futures.

Je comprends que je devrai répondre à des questions à propos de mes expériences lorsque je travaille avec des enfants ayant fait la transition d'un programme de l'ICI à une école ainsi que mes expériences avec les membres de l'équipe de transition. On va aussi me questionner sur ma perspective sur l'inclusion éducationnelle des enfants avec des besoins spéciaux. Je vais remplir les questionnaires intitulés *Les pratiques de transition* et *L'inventaire des croyances de transition*.

Je comprends que je ne suis pas obligé de participer à cette étude. **Je peux cesser d'y participer à tout moment.** Je suis au courant que je peux choisir de ne pas répondre certaines questions. Si j'éprouve de la détresse, des services de soutien me seront fournis.

Je comprends que toute l'information recueillie sera utilisée pour la recherche seulement. Je comprends que mon anonymat sera protégé. Toute information personnelle recueillie durant l'étude sera gardée privée et confidentielle. Je comprends que toute information personnelle sera gardée sous clé dans un classeur. Si je le désire, je peux recevoir une copie des résultats à la fin de l'étude. (veuillez cocher ci-dessous).

Si j'ai des questions concernant la raison ou le genre de l'étude, je peux appeler Shelley Watson, Ph. D. au 705-675-1151, poste 4223 ou envoyer un courriel à Stephanie Price à sr_price@laurentian.ca. Si j'ai des inquiétudes concernant l'éthique de l'étude, je peux contacter l'agent de recherche à l'Université Laurentienne au 705-675-1151, poste 2436, ethics@laurentian.ca.

PERSONNEL DE L'ÉCOLE/de l'IBI : _____
 (Signature)

DATE: _____
Nom: _____
Adresse postale: _____

téléphone en journée: _____
Courriel: _____

_____ J'aimerais recevoir une copie des résultats à la fin de l'étude.

Parent Recruitment Letter

My name is Stephanie Price and I'm a Master's student in the Applied Psychology program at Laurentian University. In collaboration with Child and Community Resources, I am studying the transition experiences from Intensive Behavioural Interventions into the school system in Northern Ontario. Based on your valued experiences with the transition process, your participation in this study would be greatly appreciated.

Your involvement in this study would involve completing two questionnaires concerning your experiences with the transition process, your opinion on how the process should go and your beliefs on inclusion of student with autism. You will be asked questions about your personal experience with the transition team, how your child is currently functioning, and how you think the transition could have been improved. Other members of your child's transition team will be invited to participate in this study.

You are under no obligation to participate in this study and you may withdraw at any time without consequence. Any personal information obtained during the study will remain private and confidential and all material will be destroyed at the end of the study. Participation in this study will pose no consequences or repercussions to any services you or your child are receiving. Even though the primary researcher and a committee member are employees of Child and Community Resources, to ensure confidentiality, all identifying information will be kept separately from the questionnaires. Prior to the final dissemination of results, you will have the opportunity to review the results of the study with the primary researcher to ensure they are an accurate and valid representation of your perspective of the transition process.

If you choose to participate, please inform the Quality Assurance manager at Child and Community Resources and they will provide you with a package containing a consent form and two questionnaires. If you prefer, you may complete the questionnaire at this time. Once completed, please mail the package back in the pre-paid envelope at your earliest convenience. If you have any further questions, please contact my supervisor, Dr. Shelley Watson at 705-675-1151, extension 4223, or myself at sr_price@laurentian.ca or (705) 923-3688.

Thank you for your interest,

Stephanie Price (M.A. candidate)

Lettre de recrutement

Mon nom est Stephanie Price et je suis une étudiante dans le programme de psychologie a l'Université Laurentienne. J'étudie les expériences des transitions de l'intervention comportementale intensive (IBI) dans le système scolaire du Nord de l'Ontario. Base sur vos expériences avec le processus de transition, votre participation dans cette étude serait considerablement appréciée.

Votre participation dans cette étude impliquerait de remplir deux questionnaires au sujet de vos expériences du processus de transition, votre avis sur la façon dont le processus devrait disparaître et vos croyances sur l'inclusion de l'étudiant avec l'autisme. Le questionnaire a des questions au sujet de vos expériences personnels avec l'équipe de transition et comment améliorer la transition. Les autres membres de l'équipe de transition de l'enfant seront invités a participer a cette étude.

Vous êtes sous aucune obligation de participer à cette étude et vous pouvez vous retirer à n'importe quelle moment sans conséquences. Tout l'information personnelle obtenue pendant l'étude est confidentiel et sera détruit à la fin de l'étude. La participation à cette étude ne posera aucune conséquence ou répercussion à les services que vous ou votre enfant reçoivent. Quoi'que le chercheur primaire et un membre du comité soient des employés des Child and Community Resources pour assurer la confidentialité, toute l'information d'identification sera gardée séparément des questionnaires. Avant la diffusion finale des résultats, vous aurez l'occasion d'examiner les résultats de l'étude avec le chercheur primaire pour assurer que la représentation de l'information est précise et valide de votre perspective du processus de transition.

Si vous choisissez de participer, s'il vous plait, informer le directeur de Quality Assurance at Child and Community Resources ou le personnel procurement et ils te fourniront un paquet contenant une forme de consentement et deux questionnaires. Si vous préférez, vous pouvez remplir le questionnaire à ce moment. Lorsque vous avez complété les documents, s'il vous plait expediez le paquet de retour dans l'enveloppe prépayée a votre commodité. Si vous avez des questions, contactez mon surveillant, Dr. Shelley à 705-675-1151, extension 4223, ou moi-même à sr_price@laurentian.ca ou (705) 923-3688.

Nous vous remercions de votre intérêt,

Stephanie Price (candidat de M.A.)

School/IBI Staff Recruitment Letter

My name is Stephanie Price and I'm a Master's student in the Applied Psychology program at Laurentian University. In collaboration with Child and Community Resources, I am studying the transition experiences from Intensive Behavioural Interventions into the school system in Northern Ontario. The parents and/or guardians of a child you have worked with have already consented to their participation in the study and have identified your experiences as one of value to this study. Based on your valued experiences with the transition process, your participation in this study would be greatly appreciated.

Your involvement in this study would involve completing two questionnaires concerning your experiences with the transition process, your opinion on how the process should go and your beliefs on the inclusion of student with autism. You will be asked questions about your personal experiences with the transition team and how you think the transition could have been improved. Other members of the child's transition team may also be invited to participate in this study.

You are under no obligation to participate in this study and you may withdraw at any time without consequence. Any personal information obtained during the study will remain private and confidential and all material will be destroyed at the end of the study. Participation in this study will pose no consequences or repercussions to your employment or membership on any transition team. Even though the primary researcher and a committee member are employees of Child and Community Resources, to ensure confidentiality, all identifying information will be kept separately from the questionnaires. Prior to the final dissemination of results, you will have the opportunity to review the results of the study with the primary researcher to ensure they are an accurate and valid representation of your perspective of the transition process.

If you choose to participate, please inform the Quality Assurance manager at Child and Community Resources and they will provide you with a package containing a consent form and two questionnaires. If you prefer, you may complete the questionnaire at this time. Once completed, please mail the package back in the pre-paid envelope at your earliest convenience. If you have any further questions, please contact my supervisor, Dr. Shelley Watson at 705-675-1151, extension 4223, or myself at sr_price@laurentian.ca or (705) 923-3688.

Thank you for your interest,

Stephanie Price (M.A. candidate)

Lettre de recrutement

Mon nom est Stephanie Price et je suis une étudiante dans le programme de psychologie à l'Université Laurentienne. J'étudie les expériences des transitions de l'intervention comportementale intensive (IBI) dans le système scolaire du Nord de l'Ontario. Base sur vos expériences avec le processus de transition, votre participation dans cette étude serait considérablement appréciée.

Votre participation dans cette étude impliquerait de remplir deux questionnaires au sujet de vos expériences du processus de transition, votre avis sur la façon dont le processus devrait disparaître et vos croyances sur l'inclusion de l'étudiant avec l'autisme. Le questionnaire a des questions au sujet de vos expériences personnelles avec l'équipe de transition et comment améliorer la transition. Les autres membres de l'équipe de transition de l'enfant seront invités à participer à cette étude.

Vous êtes sous aucune obligation de participer à cette étude et vous pouvez vous retirer à n'importe quel moment sans conséquences. Tout l'information personnelle obtenue pendant l'étude est confidentiel et sera détruit à la fin de l'étude. La participation à cette étude ne posera aucune conséquence ou répercussion à les services que vous ou votre enfant reçoivent. Quoi'que le chercheur primaire et un membre du comité soient des employés des Child and Community Resources pour assurer la confidentialité, toute l'information d'identification sera gardée séparément des questionnaires. Avant la diffusion finale des résultats, vous aurez l'occasion d'examiner les résultats de l'étude avec le chercheur primaire pour assurer que la représentation de l'information est précise et valide de votre perspective du processus de transition.

Si vous choisissez de participer, s'il vous plaît, informer le directeur de Quality Assurance at Child and Community Resources ou le personnel procurement et ils te fourniront un paquet contenant une forme de consentement et deux questionnaires. Si vous préférez, vous pouvez remplir le questionnaire à ce moment. Lorsque vous avez complété les documents, s'il vous plaît expédiez le paquet de retour dans l'enveloppe prépayée à votre commodité. Si vous avez des questions, contactez mon surveillant, Dr. Shelley à 705-675-1151, extension 4223, ou moi-même à sr_price@laurentian.ca ou (705) 923-3688.

Nous vous remercions de votre intérêt,

Stephanie Price (candidat de M.A.)

Appendix E

Phone Script-Parents

Hello, my name is _____ and I am calling to follow-up in regards to a project titled “Transition from Intensive Behavioural Intervention Programs to the School System: The Experiences of the Transition Team”. I just want to confirm that you have received the original survey and whether you intend to or have already completed it? I just wanted to further provide you with the option of completing the questionnaires online or verbally over the phone to make it more convenient for you to share your views and experiences with the transition. The participation of parents and guardians is vital to this study, as the parent and guardian perspective is relatively unknown in regards to this important transition and it will help the transition process in the future. Would you be interested in any of these options or would there be a more convenient time?

Bonjour, je me nomme _____ et je vous appelle au sujet de notre projet intitulé “La transition d’un programme d’intervention comportementale intensive au système scolaire: Les expériences de l’équipe de transition”. Je veux confirmer que vous avez bien reçu notre sondage et si vous avez l’intention de le compléter ou vous l’avez déjà rempli. Je voulais aussi vous informer qu’il y a la possibilité de remplir le questionnaire en ligne ou verbalement par l’entremise d’un téléphone afin que le partage d’opinion et d’expériences concernant le processus de la transition soit le plus accessible que possible. La participation des parents et des gardiens est essentielle à cette étude. Comme parents, votre opinion est souvent inconnue à l’égard de la transition et elle serait indispensable dans les années à venir. Est-ce que vous seriez intéressés de participer selon une de ces options ou est-ce qu’il y aurait un temps plus propice pour vous?

Phone Script-School

Hello, my name is _____ and I am calling to follow-up in regards to a project titled “Transition from Intensive Behavioural Intervention Programs to the School System: The Experiences of the Transition Team”. As your school has been invited to share your views and experiences with the transition and eligible staff have received questionnaire packages, I just wanted to further provide the option of completing the questionnaires online, as participation has been relatively low. The participation of school staff is vital to this study and it will help the transition process in the future. Would you be interested in forwarding an email to eligible school staff that will provide information as to how to complete the questionnaires online?

Bonjour, je me nomme _____ et je vous appelle par rapport au projet intitulé “La transition d’un programme d’intervention comportementale intensive au système scolaire: Les expériences de l’équipe de transition”. Comme votre école a été invitée à partager ses idées et expériences en ce qui concerne la transition et que les candidats éligibles ont déjà reçu le questionnaire en question, je veux vous informer qu’il est maintenant possible de remplir le questionnaire en ligne vu que la participation est faible. La participation des écoles est essentielle à cette étude et aidera le processus de transition. Seriez-vous intéressé à faire parvenir un courriel au personnel scolaire admissible qui fournira des informations sur la façon de remplir les questionnaires en ligne?

Email Script-IBI/School staff

Hello, my name is Stephanie Price and I am emailing to follow-up in regards to a project I am doing in collaboration with Child and Community Resources titled “Transition from Intensive Behavioural Intervention Programs to the School System: The Experiences of the Transition Team”. I just want to confirm that you have received the original survey and whether you intend to or have already completed it? I just wanted to further provide you with the option of completing the questionnaires online to make it more convenient for you to participate in this study. Participation has been relatively low and your views and experiences will be vital to the success of this study. Furthermore, it will help the transition process in the future. If you are interested, please click on the following link

http://fluidsurveys.com/s/transition_team001/
http://fluidsurveys.com/s/transition_team002/
http://fluidsurveys.com/s/transition_team003/

If you have any questions or concerns, please feel free to contact me at sr_price@laurentian.ca. I appreciate your consideration for participating in my study and I hope to speak with you soon in regards to the results of this study.

Best,

Stephanie Price
 M.A. (candidate)

Bonjour, je me nomme Stéphanie Price et je vous appelle par rapport au projet en collaboration avec Ressources pour l'Enfance et la Communauté intitulé “La transition d’un programme d’intervention comportementale intensive au système scolaire: Les expériences de l’équipe de transition”. Je veux confirmer que vous avez bien reçu notre sondage et si vous avez l’intention de le compléter ou vous l’avez déjà rempli. Je voulais aussi vous informer qu’il y a la possibilité de remplir le questionnaire en ligne afin que le partage d’opinion et d’expériences concernant le processus de la transition soit le plus accessible possible. La participation étant plus faible qu’à l’habitude, votre participation serait vitale à cette étude. Si vous êtes intéressés, veuillez cliquer sur le lien ci-dessous:

http://fluidsurveys.com/s/transition_team004/
http://fluidsurveys.com/s/transition_team005/

Si vous avez des questions, sentez-vous libre de me contacter à l’adresse suivante sr_price@laurentian.ca. J’apprécie l’intérêt que vous portez à votre participation à mon étude et j’espère vous parler dans les plus brefs délais en ce qui concerne les résultats de cette étude.

Merci beaucoup,

Stéphanie Price
 M.A. (candidat)

Appendix F

Important Factors for Successful Transition

Main Theme	Sub-themes	Examples
Collaboration	Communication	<p>“The transition team (school, IBI, ABA, and family) should be in frequent communication... even when child is transitioned in”</p> <p>“Open communication is always the key”</p>
	Teamwork and support	<p>“The most satisfying transitions have included a collaboration and creative thinking in regards to the challenges (busing/behaviour/staffing)”</p> <p>“La communication mais surtout la rencontre face a face afin de bien pouvoir partager les renseignements important et les inquietudes”</p> <p>“Rapport entre l'école et IBI”</p>
	Expectations	<p>“Clear communication and expectations for each group involved”</p> <p>“Understanding of each member’s roles and responsibilities”</p> <p>“Reasonable expectations”</p>
Planning	Readiness of child and school	<p>“Look at environment to minimize barriers or potential risks”</p> <p>“Being aware of and understanding child’s abilities and needs”</p> <p>“Child should be given opportunity to experience routines of the classroom”</p>
	Continuity	<p>“Continuity of methods, strategies, and expectations”</p> <p>“Early planning: knowing classroom routine to replicate in IBI prior to transition. Know expectations of classroom (i.e., line-up, how long child is required for independent work, look at environment to minimize barriers or potential risks). Inform school of child’s profile (i.e., skills, behaviours, strengths, challenges)</p>

Training

“Training packages geared specifically to transition teams should be developed and delivered prior to transition”

“Adequate knowledge regarding autism, ABA, and best practices for children with autism (training). Standardized training for EAs [and] looking at qualifications of individuals receiving the child with autism”

Family Involvement

“Parents [should be] involved in meetings, goal setting, [and] information sharing”

“Support des parents”

Barriers to Transition Planning

Main Theme	Sub-themes	Examples
Understanding	Knowledge of ASD and ABA	“Would be beneficial for the transition school to understand the function/purpose of the Intensive Behavioural Intervention”
		“Support of use of ABA strategies for school staff, understanding autism challenges, and ABA principles”
	Openness	“Receptiveness of school to try or apply strategies” “Les conseils ne sont pas toujours ouvert de placer l'enfant dans une salle de classe traditionnelle meme ci c'est le recommandation”
	Differences between IBI and school	“Recognize the differences and similarities between IBI program and school program i.e., intensity, reporting procedures, programming (particularly the move to inclusion vs. individual intensive programming)” “Philosophy can be different”
Parent Involvement	Limited involvement	“More challenging when parents aren't involved” “Lack of parental support”
	Expectations	“Parents need to realize that children who are not successful in the IBI program and begin attending school are not going to continue with an IBI program at school” “Parents want EA support, [but this] may not be available”
Limited Time		“Number one stumbling block is time. Time for visiting the child at the IBI/AIP centre and time for support staff to visit or participate” “The time of year is difficult for the school to put in supports (i.e., in April, if a child is transitioning in, they may have spent their funding for support as planning for their school took place in previous months)”

Being a Member of a Transition Team

Main Theme	Sub-themes	Examples
Mutual Understanding	Openness	<p>“When teams were open to the transition, the energy was good, collaboration was strong, and transition was successful”</p> <p>“Open to suggestions”</p>
	Agreement of placement	<p>“Less success when collaboration was limited and receiving staff did not agree placement was a good fit”</p>
	Collaboration	<p>“Everyone was on same page”</p> <p>“I believe it was successful because we had a full team on board, we planned early, the child has visitations to the school classroom, the teacher was open to suggestions”</p>
Rewarding		<p>“It was great to help a child successfully transition”</p> <p>“Vraiment une plaisir d'etre capable de supporter l'enfant et l'ecole”</p>
Useful		<p>“Great experience! I received lots of helpful tips”</p> <p>“Learned a lot about the IBI and ABA programs”</p> <p>“Cependant j’ai apprecie les rencontres qui n’ont permies de mieux comprendre l’eleve et d’aller chercher l’aide besoin”</p>
		<p>“Enjoyed working with CCR and was very grateful for their expertise and support”</p>
	Involvement of Frontline Staff	<p>“It can also be frustrating/overwhelming if you are the person working with the child and the person least informed and least involved as far as meeting about the child”</p> <p>“It would benefit the understanding of AIP/IBI (Connections) if the information was shared consistently with the front line team (teacher and support staff)”</p>

Requirements for Successful Inclusion

Main Theme	Sub-themes	Examples
Commitment	To inclusion	“Dedication to meaningful inclusion”
	To understanding ASD and ABA	<p>“The most successful inclusion involves a commitment from the teachers and support staff to learn about ABA principles and strategies”</p> <p>“Success is also measured when the teacher practices the principles so that all the students in her/his classroom benefit”</p>
Planning	Readiness of school and peers	<p>“Set up for success”</p> <p>“The class that the child is being put into needs to be prepared for the child”</p> <p>“Communication about child to students by their teachers, students encouraged to ask questions”</p> <p>“Well trained and well supported school staff in autism, IBI training, and in ABA theory, and doing peer education and peer social skill groups”</p>
		<p>“Child’s day [should be] modified to participate in same activities as his peers”</p> <p>“Successful transitions are about involving the child in the community of the school environment”</p>
Increased Participation		<p>“Proper supports in place to assist the child”</p> <p>“Appropriate spaces and equipment necessary”</p> <p>“Proper placement (not under or over supported)”</p>